DOCUMENT RESUME

ED 149 857	PS 009 759
TITLE	Course of Study for the Student Aides for Kindergarten Teachers Program: A Tenth, Eleventh, and Twelfth Grade Supervised Internship.
INSTITUTION	Montgomery County Public Schools, Rockville, Md.
PUB DATE	77
NOTE	270p.; Some parts of the document may be marginally legible due to type size
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS	Adolescents; Career Awareness; Child Development; Classroom Environment; *Curriculum Guides; *High School Students; Inservice Programs; *Internship Programs; *Kindergarten; Performance Based Education; Performance Criteria; *Secondary Education; Skill Development; *Teacher Aides; Teaching Skills

ABSTRACT

This volume presents a course of study for an internship program for high school student aides in the kindergarten classroom. Designed as a practical guide to techniques, activities and resources needed to develop basic helping skills, the course has three major components: (1) orientation, (2) training and (3) in-service seminars. Orientation, conducted in the spring preceding the aide experience, includes visits to the assigned school and meetings with the classroom teacher, fellow student aides and a coordinating teacher specialist. The spring-summer training session provides experience with materials and activities as well as basic skills training. The volume's 100-page section on Suggested Training Activities provides objectives, assessment measures and activities in five major competency-training areas (from the Child Development Associate program): setting up and maintaining a safe and healthy learning environment; advancing physical and intellectual competence; building positive self-concept and individual strength; organizing and sustaining the positive functioning of children in a group learning environment; and carrying out supplementary responsibilities related to children's programs. The inservice seminar section provides background materials on: art, careers involving children, language skills development, learning disabilities, mathematics, music, and other topics. Also included: an annotated bibliography, the text of a 41-page Student Aide Handbook, and various sample forms. (BF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED149857

MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

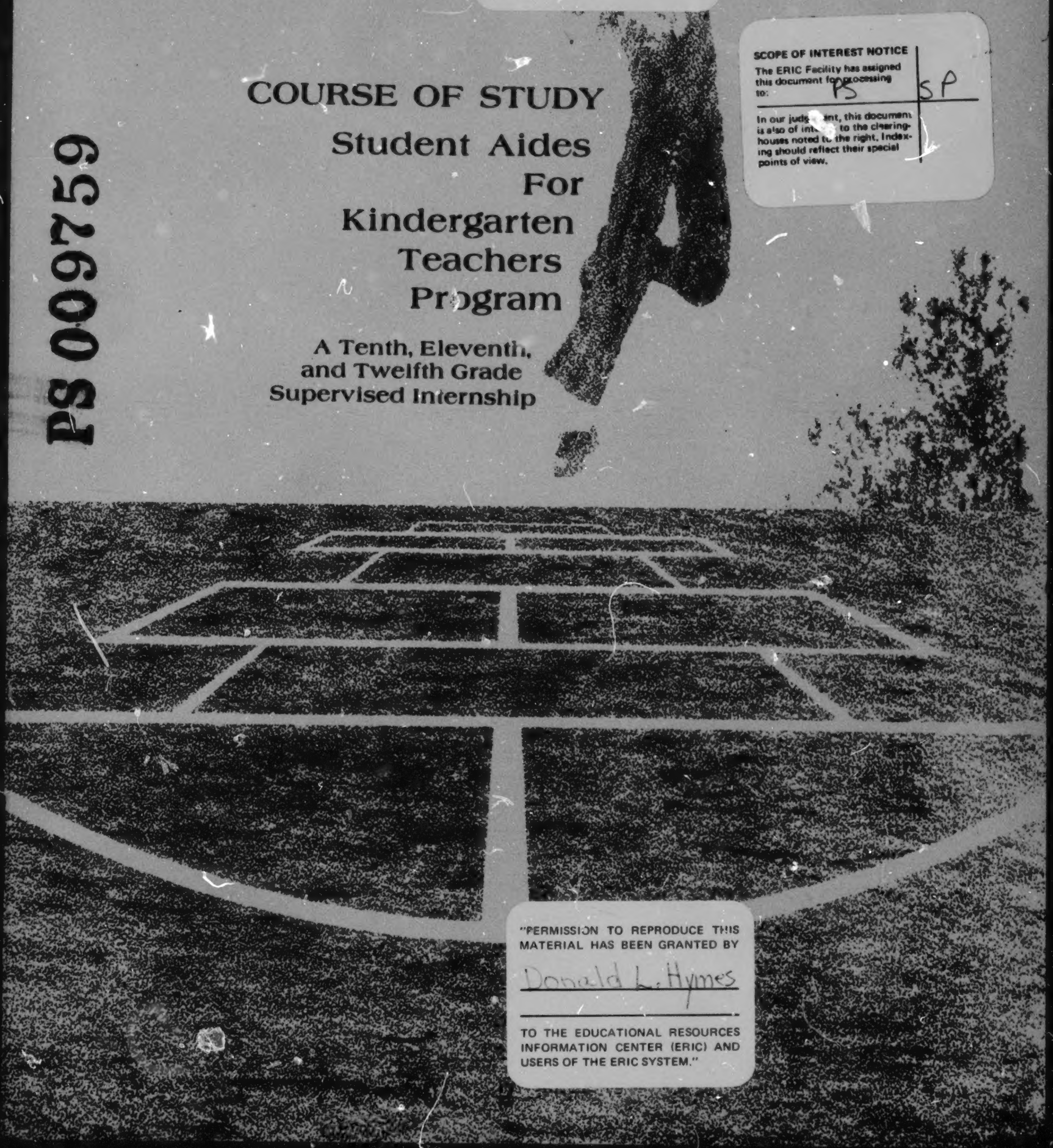
U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: PS | SP

In our judgment, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.



COURSE OF STUDY
Student Aides For Kindergarten Teachers Program

A Tenth, Eleventh, and Twelfth Grade Supervised Internship

PS 009759

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Donald L. Hymes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EARLY CHILDHOOD EDUCATION

COURSE OF STUDY
for the
STUDENT AIDES FOR KINDERGARTEN TEACHERS PROGRAM
A Tenth, Eleventh, and Twelfth Grade Supervised Internship

PS 009759

Montgomery County Public Schools
Rockville, Maryland

Table of Contents

Preface vii

Acknowledgments viii

I. Point of View 1

II. The Challenge of Working with Student Aides 3

III. Framework for the Course of Study 7

IV. Suggested Training Activities 11

A. Setting Up and Maintaining a Safe and Healthy Learning Environment 12

1. Suggestions for Organizing the Classroom Art Center 12

Illustrative Activities for Arranging Classroom Art Centers 20

2. Suggestions for Setting Up Block Center 20

Illustrative Activities for Arranging Classroom Block Centers 24

3. Suggestions for Reading Center Arrangements 24

Illustrative Activities for Arranging Classroom Reading Centers 29

4. Suggestions To Encourage Developing Responsibilities in Children 29

Illustrative Activities for Developing Responsibilities in Children 38

B. Advancing Physical and Intellectual Competence 39

1. Illustrative Activities for Mastery of Problems Requiring Skillful Body Coordination 41

2. Illustrative Activities for Advancing Children's Language Abilities 41

3. Illustrative Activities for Helping with Children's Perceptual Skill Development 47

4. Illustrative Activities for Helping Children Work Toward Recognition of Words and Symbols for Designating Numbers and Number Concepts 51

C. Building Positive Self-Concept and Individual Strength 51

1. Illustrative Activities for Relating Characteristics and Needs of Young Children to Ways of Building Self-Concept and Individual Strength 55

2. Suggestions for Building Positive Self-Concept and Individual Strength Through Learning Activities 55

Illustrative Activities for Building Positive Self-Concept and Individual Strength Through Learning Activities 58

3. Suggestions for Building Positive Self-Concept and Individual Strength Through Verbal Guidance 58

Illustrative Activities for Building Positive Self-Concept and Individual Strength Through Verbal Guidance 61

D. Sustaining the Positive Functioning of Children in a Group Learning Environment 62

1. Establishing Limits, Rules, and Regulations Appropriate for Young Children 62

a) Illustrative Activities for Recognizing Basic Emotional Needs of Children 65

b) Illustrative Activities for Recognizing Factors Which Influence Children's Behavior 68

- c) Illustrative Activities for Identifying Ways Children Learn Behavior 70
- d) Illustrative Activities for Establishing Appropriate Limits for Children in Classroom Situations 73

2. Solving Situations in Which the Children's Behavior Goes Beyond the Limits Set in the Classroom 74
   - a) Illustrative Activities for Promoting Responsible Behavior Through Verbal Guidance 78
   - b) Illustrative Activities for Understanding Situations Involving Children's Misbehavior 81
   - c) Illustrative Activities to Understand Potential Causes of Misbehavior 84

3. Sustaining the Functioning of a Group of Children 86
   - a) Illustrative Activities for Exhibiting Effective Nonverbal Behavior 88
   - b) Illustrative Activities for Asking Questions on Three Levels of Cognition 95
   - c) Illustrative Activities for Using Appropriate Skills To Maintain the Attention of Children During Group Reading 98

E. Carrying Out Supplementary Responsibilities Related to Children's Programs 103
   1. Illustrative Activities for Participating in Management Functions Necessary to the Children's Total Program 106
   2. Illustrative Activities for Operating Audiovisual Equipment in the Classroom 108
   3. Illustrative Activities for Operating Duplicating Equipment in the Elementary School 111

V. In-Service Seminars 113
   - A. Seminar on Art 113
   - B. Seminar on Bulletin Boards 118
   - C. Seminar on Careers Involving Work with Children 123
   - D. Seminar on Creative Dramatics 126
   - E. Seminar on Language Skills Development 129
   - F. Seminar on Learning Disabilities 133
   - G. Seminar on Mathematics 137
   - H. Seminar on Music 141
   - I. Seminar on Physical Education 145
   - J. Seminar on Science Related Activities 150

VI. Evaluating the Student Aide 157
   - Forms 157

VII. Organizational Forms for the Program 168
   - A. Program Policies 169
   - B. Registration Materials 172
   - C. Requests for Aides and Materials for Teachers 181

D. Observation Forms 191

E. Training Information 196

F. Seminar Forms 197

G. Evaluation Forms 198

H. Transportation Requests 201

VIII. Annotated Bibliography 202

Illustrative Books 203

Illustrative Films for Training and Seminars 205

Illustrative Filmstrips and Slides for Training and Seminars 215

PREFACE

To guide and to instruct each child in a classroom is a crucial and yet very complex responsibility. The past decade has seen a rapid acceleration of change in the classroom. Expanded use of audio-visual equipment, the increased availability of large quantities of instructional and evaluation materials, and the current emphasis on centers of interest and small group classroom organization implies a need for additional classroom assistance. Nowhere is this need more critical than with our young children who are just beginning their school experience.

For teachers who have performed these many tasks alone in the classroom, high school student aides can offer many valuable educational services to classroom teaching.

Student aides can enrich the learning process by:

Assisting the child who is learning at a different pace than the other members of the class

Introducing supplementary experiences to the gifted child

Providing opportunities for a child to further conceptualize a principle through small group activities like demonstrations of simple science experiments

Guiding children into other learning skills through participation in individual projects like story dictations

Reinforcing concepts to children through reading stories and playing math skill games

Helping to plan for future learning experiences by preparing materials for art activities, designing bulletin boards, and assisting with the use of instructional equipment

Student aides can help a total school staff to meet the needs of children as they learn and grow by:

Helping children when there is an emergency

Helping with safety routines when assisting on field trips and guiding children's use of woodworking tools

Helping with children's nutritional needs in conducting simple cooking experiences and in preparing a daily snack

Participating with children in their library, art, music, and physical education experiences

Supporting the reading specialists, diagnostic/prescriptive teachers, and other professionals with specially developed programs for children

Student aides can further develop their own potentials by:

Gaining insights into the variety of careers available in an educational system

Developing an understanding of the future adult responsibilities they may someday assume that involve caring for and educating young children

Gaining further personal skills in human relationships through day-to-day associations with a wide range of school personnel and children outside the regular high school classroom setting

It is with these ideas in mind that this document is presented as a coordinated effort to make a substantial contribution to the elementary and secondary educational system in Montgomery County.

ACKNOWLEDGMENTS

The conception of the program for kindergarten aides is the result of the intense interest in this subject by the Board of Education of Montgomery County which initiated the program with its resolution of November 22, 1971. Since that date, the following people have spent many productive hours in guiding the development and implementation of this course:

Mary Lou Anderson, Kindergarten Teacher, Candlewood Elementary

Sally Gilbert, Kindergarten Teacher, Park Street Elementary

Katherine Hovde, Kindergarten Teacher, College Gardens Elementary

Sharon Kahl, Kindergarten Teacher, Weller Road Elementary

Barbara Moore, Principal, Weller Road Elementary

Alethea Plummer, Kindergarten Teacher, Weller Road Elementary

Margarette Reid, Kindergarten Teacher, Twinbrook Elementary

Special appreciation is also extended to those who were charged with the specific responsibility of researching, compiling, and writing the material in this guide:

Jean Gilmore, Kindergarten Teacher, William Tyler Page Elementary

Phyllis Lamiman and Janice A. Geletka, Teacher Specialists, Early Childhood Education, Division of Academic Skills, MCPS Department of Curriculum and Instruction

Grateful acknowledgment is also made to all the high school students who have served as kindergarten aides since the beginning of the course in September 1972 and who have made this program possible by dedicating themselves to helping teachers and by expanding the educational experiences of young children in the elementary schools. A special note of appreciation, in addition, is extended to the many teachers who, with much extra time and patience, have contributed to their high school aides' understanding of young children, knowledge of educational career opportunities, and deeper appreciation for their own human potential.

Due to the dynamic force of these teachers and students — and of Edythe G. Adams, DCI Coordinator of Early Childhood Education; George Usdansky, DCI Coordinator of New Program Development; and John Pancella, Assistant Director in the Department of Pupil and Program Appraisal — this publication was developed.

I. POINT OF VIEW

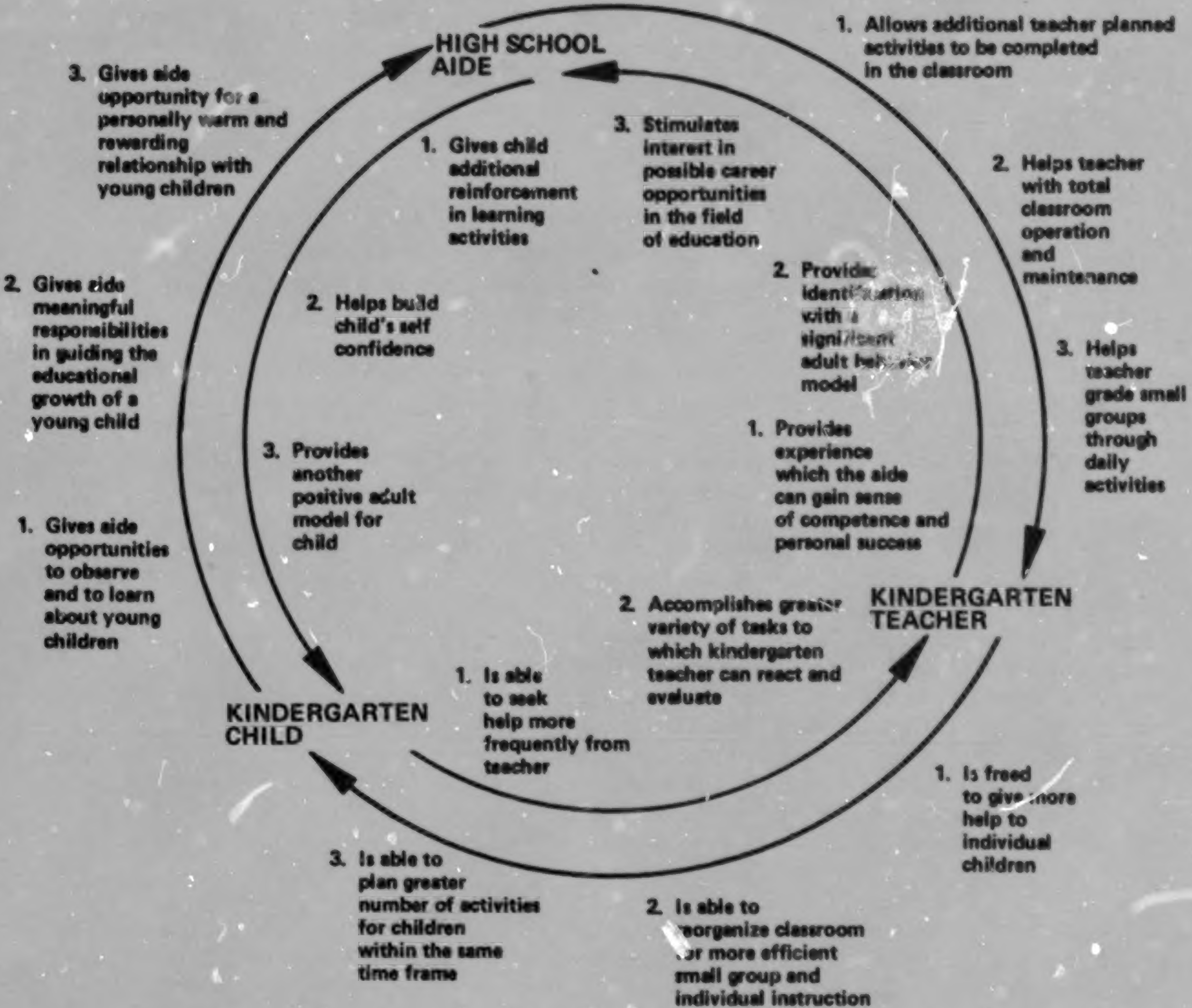
An internship program to prepare student aides for kindergarten teachers might focus specifically on one of the three component segments that interact in any teacher aide experience. The course could be developed from the viewpoint of the kindergarten teacher as one who needs additional help in the classroom; or from the viewpoint of the high school student as one who has enrolled in an elective secondary course; or from the viewpoint of the kindergarten child as one who is just beginning school and will be receiving supplementary educational assistance. Inasmuch as each of the three viewpoints is equally important, the perspective of this course of study has been developed with consideration to combining the elements fundamental to each. The result will hopefully be the development of a working team of people — a professional (the kindergarten teacher) and a paraprofessional (the high school student) — supporting one another to help educate young children. The development of this working team creates the resulting interrelatedness and mutual benefit to each of the three people (viz., the kindergarten child, the high school aide, and the kindergarten teacher) who are affected by their involvement in this program.

Also underlying this course of study are some of the following basic assumptions about the high school student's participation in this program:

> High school students can be of significant and beneficial assistance to a classroom teacher while simultaneously integrating some fundamental knowledge of young children and skills of working effectively with those children.
>
> The experience of working firsthand with children enhances and increases the retained learning of this knowledge and these skills.
>
> Participation in this real life experience doing appealing and worthwhile tasks can increase the adolescent's own personal sense of competence, responsibility, independence, and success.
>
> This experience enhances the adolescent's own entrance into the ongoing adult society by providing an awareness of tangible and acceptable careers opportunities.

In addition, this course of study intends to incorporate a maximum amount of the organization, coordination, and supervision responsibilities in order to reduce any unnecessary burdens being placed on the elementary school teachers and administrators. The use of aides does require some initial work on the part of teachers and administrators. Time is needed for brief conferences, for delegating responsibilities, and for evaluation. Occasionally, also, courses of this nature create excessive hours of locating, scheduling, and following the progress of aides for the elementary staff, all of which can result in additional work for the very people the program was designed to benefit. This particular course, however, has been organized to place the major responsibility of organization and supervision with the teacher specialist coordinating the program.

This course has been designed primarily to integrate into the adolescent's learning certain specific skills for assisting a kindergarten teacher and for working with young children. It has been designed essentially as a practical guide of techniques, activities, and resources needed to develop basic helping skills for students who will be assisting in an elementary classroom.



II. THE CHALLENGE OF WORKING WITH STUDENT AIDES

High school students of approximately the same chronological age differ as greatly among themselves as do younger children, and each acquires skills according to his or her own unique strategies for learning. Some are outgoing and confident, grasping concepts and situations immediately. Others are anxious and reluctant, blossoming into helping roles over longer periods of time. Regardless of individual differences, each high school aide enters the elementary classroom with the potential for providing competent, consistent, and effective help to a teacher. The growth of this potential will be greatly facilitated by the teacher's basic understanding of adolescent development.

From the standpoint of the kindergarten teacher, it might be most helpful to view some of the phases of adolescent development from their parallels found in the stages of growth in kindergarten children. Basing her work with Daniel Prescott and Robert Havighurst, which involved the concept of developmental tasks, Evelyn Duvall* outlines those tasks dealt with during early childhood and adolescence. The following are comparisons of some of these developmental tasks and their possible implications to teachers working with high school student aides.

THE CHILD	THE ADOLESCENT
Learning to be an autonomous person with self-initiative and a conscience	**Achieving emotional independence of parents and other adults**
Becoming increasingly responsible for making decisions in ways appropriate to child's readiness	Learning how to be an autonomous person who is capable of making decisions and running one's own life
Becoming reasonably self-sufficient in situations according to one's own makeup and stage of development	Becoming free of childhood dependencies upon one's parents
Taking initiative for projecting oneself into situations, innovations, experiments, and trials	Becoming involved in projects and causes that provide opportunities to prove that one can accomplish worthwhile tasks

IMPLICATIONS:

Establishing Independence

For both the young child and the adolescent, then, this is a period of defining themselves as independent people, capable and yet separate from their parents. It is probably this similarity that creates, in many cases, a strong identification between the young child and the adolescent. People are often amazed by the special rapport children and teenagers develop for one another almost immediately. It seems to be in part an appreciation for their simultaneous struggles for independence, and in part their cooperative need to find significant relationships with others outside their own families that cause this bond to form.

Providing Opportunities for Participation

The kindergarten teacher can foster this need for independence and this search for rapport with children by providing opportunities for the aides to work with children. These opportunities create avenues for the aides to assume adult responsibilities while at the same time demonstrating their capabilities in a worthwhile activity.

---

*Evelyn Millis Duvall, *Family Development*. (Philadelphia: Lippincott, 1967), pp. 231-2, 294-5, 297.

Certainly, the kind of activity in which an aide participates is especially important. While clean-up and clerical tasks are essential in a classroom and should definitely be shared by the student aide, overloading the adolescent with activities of this nature may cause problems because the aide is placed in a dependent, non-decision-making role — the very role from which the adolescent is struggling to break away. Adolescents are seeking decision-making and leadership roles that help to prove they can accomplish worthwhile tasks. One way to satisfy this important need of the aide and still provide a clean and well organized room is to have the aide, together with the children, develop a schedule of daily and weekly maintenance duties based on what the aide sees as requirements for maintaining a safe and healthy learning environment. This activity will provide experience for aides in helping children accept responsibility and in learning various techniques of assigning responsibilities to children (e.g., chartmaking).

The Role of Teachers and Student Aides

Although student aides may conduct activities with small groups of children, it is the teacher who is nonetheless legally responsible for classroom safety. Therefore, aides should not be asked to cover classrooms in the absence of a qualified adult.

Conflicting View of Adults

Teachers are sometimes puzzled by what seems to be the aide's hesitation in taking initiative in classroom projects or in behavior situations that arise among the children. All too often an aide seems to stand on the sidelines as if waiting to be told what to do. This phenomenon might be best understood by looking at the possible conflict a teenager can experience when viewing adults. While anxiously trying to move beyond parental influence, the teenager is also seeking adults outside the family unit to occupy positions of special significance in his/her life. This can often result in the high school aide's "adopting" the kindergarten teacher as a special friend and confidant to whom to turn with personal experiences and questions. But at the same time, the aide is often overwhelmed with the visible knowledge, understanding, and expertise the teacher has with children. As a result, the aide holds back, hesitates, and feels a sincere lack of self-confidence in the ability to perform as the teacher does. In part, there may be fear of disappointing a person who has become to them an admired and respected figure.

Fear of Making Mistakes

Also, as the adolescent attempts to become involved in projects that provide chances to prove he/she can accomplish worthwhile tasks, the fear of making mistakes becomes paramount. As a result, many aides wait for specific instructions that both assure them they are not over-stepping their bounds and eliminate most possibilities of failure. For the kindergarten teacher, being placed in the position of feared yet admired adult can actually result in a very strong and rewarding relationship with the high school aide. With gentle encouragement from the teacher, the aide will soon find the needed confidence and initiative and become a valuable asset in the classroom. Two things, however, should be obvious to the teacher. First, to alleviate many fears the aide will have of failure, the teacher will want to be specific in explaining what is expected and telling the aide how to do things, especially during the first month. Just as a kindergarten child will seek out and find security in guidelines and limitations, so will the beginning high school aide function best with specific instructions for expected duties and activities. Second, the teacher should realize that the desire on the part of the aide to be independent and at the same time helpful, may occasionally have most unexpected results. Therefore the teacher will want to be prepared to observe the aide making initial mistakes when conducting an activity. A few simple evaluative follow-up comments at a later point and away from the children will help the aide to retain dignity and improve future performances.

THE CHILD	THE ADOLESCENT
Beginning to master one's impulses and to conform to others' expectations	**Finding oneself as a member of one's own generation in more mature relations with one's agemates**
Learning to share, take turns, hold own position, enjoy the companionship of other children, and at times play happily alone	Developing skills in inviting and refusing, conversing, solving problems, resolving conflicts, making decisions, and evaluating experiences with one's peers
Developing the sympathetic cooperative ways with others that insure one's inclusion in groups	Becoming acceptable as a member of one or more groups

IMPLICATIONS

Working on Acquiring Many Skills

The physically mature appearance of most high school students can sometimes cause an overestimation of their ability. Though many adolescents are very capable, it is helpful to keep in mind that they, like young children, are still developing in many varied areas. They are in the midst of acquiring skills to solve problems, to resolve conflicts, to make decisions, and to evaluate their experiences with those of others. They are learning to work together for a common purpose, to lead without dominating, and to follow without total acquiescence. An overriding concern of this age is often how their peers will see them.

Concern for Peer Acceptance

The concern for what others may think could be the reason some aides are reluctant to participate in such classroom activities as singing, dancing, or physical education. Their self-conscious fear of looking ridiculous may cause them to withdraw from some activities.

On the other hand, having the total aide experience is often a significant status symbol within adolescent peer groups. Occasionally the aide may request permission to bring a high school friend to the class to visit or ask to visit an aide in another elementary school.

Participating in a Program Outside the High School

This may be the first time the aide has participated in a program outside the high school academic and social environment. Working at the elementary school may necessitate learning a new set of social behaviors; adopting different standards of dress; and acquiring new skills for relating to teachers, parents, administrators, and young children.

The succession of successful experiences provided for the aide by the kindergarten teacher, and the affiliation of the aide with this respected member of the community, will facilitate the aide's achievement of these social developmental tasks.

THE CHILD	THE ADOLESCENT
Laying foundations for understanding the meanings of life	**Selecting and preparing for an occupation and economic independence**
Trying to understand the nature of the physical world, what things are, how they work and why, and what they mean to the child	Getting try-out or apprenticeship experiences wherever possible in the lines of future vocational interests

IMPLICATIONS

Choosing a Career

For both the child and the adolescent, it is a time of asking: "Who am I?" and "Where do I fit into my world?" For the adolescent, however, even more pervasive questions are: "What am I going to do with my life?" and "How can I participate as a responsible member of the community?"

To many high school students, the opportunity to be a student aide may provide a first experience in participating in an apprenticeship-type program. For some, it may also be a year in which they decide to continue study in the field of early childhood. These students greatly benefit from the teachers' acquainting them with all phases of the elementary program — administration, supporting services, and special programs. For others, it will be an experience that although long remembered will guide them toward other fields of work. Whatever their vocational decision, those chosen to be student aides will have experiences that will help them reinforce or revise their personal self-concepts and will give them encouragement to continue carving out more responsible roles for themselves in the adult community.

III. FRAMEWORK FOR THE COURSE OF STUDY

Student Aides for Kindergarten Teachers is a program in which the knowledge of young children and of the skills needed for working with these children is given practical application by daily participation in a kindergarten classroom. With this in mind, the following questions were used to develop the structure of this course of study:

> What experiences can best prepare the high school student for the roles and responsibilities to be assumed as a teacher's aide?
>
> How can the high school student be taught effective helping skills to use in working with kindergarten children?
>
> What ideas and issues arising from the high school student's daily participation in the elementary classroom can be focused on to expand his/her competencies in the field of early childhood?

These questions have not only influenced the preparation of this document but have resulted in the formation of the three major components to the course:

1. ORIENTATION

As students enroll the spring preceding their aide experience, some major concerns and anxieties may arise as they consider a commitment to this work:

> What will it be like at the elementary school?
>
> What will I be asked to do?
>
> Will I be able to accomplish what is asked of me?
>
> Will the children respond to me?

The *orientation* component, therefore, is designed to acquaint the student with the kindergarten classroom to which he/she will be assigned. Orientation includes a half day visit at the elementary school and an interview with the kindergarten teacher. An additional meeting of all the prospective aides and the teacher specialist, held during the spring, will familiarize the students with some of the activities and responsibilities related to being a classroom aide.

A plan for the spring orientation of aides might follow this pattern:

a) Presentation of the roles and responsibilities of student aides

  (1) View slides of previous aides to discover the ways in which they help the teacher and the children in the classroom.

  (2) Have a panel of experienced student aides discuss their classroom aide experiences.

b) Review of the Student Aide Handbook

  (1) Discuss procedures such as aide illness, T.B. test, signing in and out of the elementary school, etc.

  (2) Discuss aides' responsibilities of being professional, confidential, dependable, etc.

c) Review the course evaluation form and evaluation procedures.

d) Make arrangements for each aide to visit one-half day in the elementary school to which he/she will be assigned.

2. TRAINING

During the summer that precedes the aide experience, a student training session is provided to offer experiences with many of the materials and activities that will be encountered in the kindergarten classroom. During this session, the students are also taught some basic skills that will enable them to develop some sense of confidence before beginning the elementary aide experience.

(Areas of training are suggested in Part V: Suggested Training Activities.) At least two factors will influence the activities selected: the previous experiences and abilities of the aides, and the length of time available for the training sessions.

The training activities below have been used during half day training sessions.

a) Introduction

(1) Introduce aides.

(2) Review duties and responsibilities of aides.

(3) Review course evaluation instrument.

(4) Discuss elementary observations.

(5) Record T.B. test results.

(6) Discuss transportation to elementary schools.

b) Participation at Learning Stations

Centers are set up throughout the room where aides can go to develop specific skills needed especially during the first month of school.

(1) **Audio Visual Center.** Aides learn the operation of the 16 mm movie projector, filmstrip projector, and slide projector.

(2) **Art Center.** Aides review films such as *Crayon* (MCPS F 6145) or *Designing with Everyday Materials: Corrugated Paper* (MCPS F 5640), and then experiment with the techniques presented.

(3) **Duplicating Center.** Aides design and make a ditto, then learn how to run a ditto machine.

(4) **Guiding Behavior.** Aides read articles or sections of a text on guiding children's behavior, then answer some situation questions.

(5) **Asking Children Questions.** Aides read paper on how to ask children questions, then design questions to ask children.

(6) **Manuscript.** Aides practice approved MCPS manuscript printing. They then listen to a tape recording of a child's dictated story and practice taking story dictation from children.

(7) **Roles and Responsibilities of Aides.** Aides see filmstrip "Teacher Aide Workshop: Unit I for Teacher Aides " and answer questions.

(8) **Reading Stories.** Aides read a child's story and record voice on a tape recorder, then play recording back and use evaluation sheet to evaluate the reading.

(9) **Bulletin Boards.** Aides read information about techniques for creating bulletin boards, then design a bulletin board they could put up during the first semester of school.

(10) **Kindergarten Procedures.** Aides view film *Starting School* (MCPS F 6211) to understand the activities and routines of a kindergarten classroom.

3. IN-SERVICE SEMINARS

Once a month, the student aides are called together at the high school for a seminar at which opportunities are provided to discuss the classroom experiences with fellow student aides and with the coordinating teacher specialist. These seminars are also structured to expand the aides' knowledge of the curriculum areas in early childhood.

The substance of these monthly seminar topics comes, in the most part, from what has been found to be the cycle of needs and interests of the students as they work from month to month with children. Thus, "Helping Children Develop Appropriate Behavior" is often a topic of great need during the first month, as the aides are experiencing children's behavior first hand. Other topics may be chosen for the monthly seminars as the needs of the students and their interests demand. (Seminar topics and support materials are listed under Part VI: In-Service Seminars.)

TEACHER'S NOTES:

IV. SUGGESTED TRAINING ACTIVITIES

The objectives, assessment measures, and activities in this section are designed to help prepare student aides for their work in an elementary classroom. These activities should be conducted during the spring and summer that precede the aides' experience at the elementary school. There may be more activities suggested than can be covered before the aide enters the classroom. In this case, the teacher should select those activities which are most immediately needed by the prospective aides; and the other activities may be done as needed in conjunction with the monthly in-service seminars.

FIVE TRAINING AREAS

The major categories of training identified have been taken from the recently developed Child Development Associate (CDA)[1] program designed by the Office of Human Development and Child Development of the United States Department of Health, Education and Welfare. The CDA program is a nationwide effort to improve the quality of child care by influencing the knowledge and skill of the staff who work with them.

Of the six competency areas that comprise the CDA program, the following five were chosen for the training framework:

A. Setting Up and Maintaining a Safe and Healthy Learning Environment

B. Advancing Physical and Intellectual Competence

C. Building Positive Self-Concept and Individual Strength

D. Organizing and Sustaining the Positive Functioning of Children in a Group Learning Environment

E. Carrying Out Supplmentary Responsibilities Related to Children's Programs

(The sixth competency area in the CDA program, Bringing About Optional Coordination of Home and Center Childrearing Practices and Expectations, was not considered pertinent to our training program at this time.)

The CDA program has been piloted throughout the country for the past several years and is felt by many worthy of becoming the basis for future programs in teacher training institutions. Therefore, it was considered advantageous that MCPS students who may continue their study of teacher education be trained within this framework.

THREE LEVELS OF PERFORMANCE OBJECTIVES

The student population registering for an elective course such as this includes young people at all levels of academic abilities, motivation, and achievement. To allow for this, each of the training sections provides instructional objectives that are broken down into three levels[2]— No. 1 being on the knowledge or comprehension level, No. 2 being on the application or analysis level, and No. 3 being on the synthesis or evaluation level. These three levels have been built into the activities which are provided to help the student achieve each of the instructional objectives, beginning on page 14.

---

[1] *Child Development Associate Training Guide*. Office of Child Development, Washington, D.C. Permission granted.

[2] These levels represent the divisions suggested in Bloom's Taxonomy.

18

Some students may either be able or be motivated to complete only those activities at level one. Others could begin immediately at level three activities. Still others, if time permits, could work up through all three levels for certain instructional objectives.

The advantage of this arrangement is that the teacher specialist can select activities most appropriate to each student's abilities. Not all students will have to be engaged in the same activity, yet all students will cover the same material.

This arrangement does however, require that the teacher specialist who is training the aides discusses each aide's academic abilities with his/her high school counselor. Then careful planning can be done to design a training program appropriate for each student.

The performance objectives and activities in each training section are by no means exhaustive. They were intended to be guides and could be added to by any teacher as the course progresses or as different student needs are identified.

Complete annotations for references made to films, pamphlets, books, filmstrips, and slides are included in Section X, Annotated Bibliography.

A. SETTING UP AND MAINTAINING A SAFE AND HEALTHY LEARNING ENVIRONMENT

General Student Outcome: *The student will be able to help set up and maintain a safe and healthy learning environment for children.*

This section will enable the student to:

1. Construct diagrams of effectively arranged classroom art centers
2. Construct diagrams of effectively arranged classroom block centers
3. Construct diagrams of effectively arranged classroom reading centers
4. Organize a classroom so that young children may learn responsibilities appropriate to their maturity level

Suggestions for Organizing the Classroom Art Center

The art center is designed to be a quiet area. Here children can express their feelings and see their ideas, thoughts, and plans take shape in paint, crayon, clay, paper and paste, and other materials. It is a center that allows children numerous opportunities to draw up plans, make decisions, and take initiative to complete projects.

In setting up and maintaining an art center in the classroom, the teacher may find the following guidelines helpful:

1. The art center is near the sink to allow children easy access to water supply for washing hands, washing out brushes, wetting sponges for cleaning, etc.

2. Mixing and preparation counter space is near the sink.

3. The easels are in the area of the sink.

4. The art center has tables and chairs available for art work that needs to be done while seated.

5. Art paper and other supplies (crayons, pencils, chalk) are on low shelves near the easels and the tables so that children can develop independence in getting their own materials.

6. Brushes and scissors are in containers which are accessible to the children when using and returning the items.

7. The art center has space near the sink area for storage of paint.

8. The center is well lighted and ventilated.

9. The floor in the art center is easily cleaned and can be maintained by the children.

10. Cleaning materials such as sponges, soap, and paper towels are easily accessible to the children.

11. A drying rack is located in or close to the art center, or there is an area designated for children to put art work while it dries.

12. Glass jar containers are out of the area where they could be knocked over; or paints and other materials are stored in plastic containers.

13. There is a storage area for paint smocks in or near the center.

14. The center is not in the main flow of room traffic.

15. The art center should be removed from the active, noisy centers (e.g., block center).

A. Setting Up and Maintaining a Safe and Healthy Learning Environment

General Student Outcome: *The student will be able to help set up and maintain a safe and healthy learning environment for children.*

Instructional Objective 1. The student will construct diagrams of effectively arranged classroom art centers.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify the art center that is arranged according to the guidelines	1. Here are four diagrams of art centers in kindergarten rooms. Select the center that is arranged according to the guidelines. List the guidelines used in that arrangement.	1. Criteria: Student will select diagram 4 in Illustration A. Student will list Nos. 1, 2, 3, 4, 8, 11, 13, and 14 of the guidelines listed in "Organizing the Classroom Art Center," pp. 12-13.
2. Analyze the design of an art center according to its correct and incorrect arrangements	2. Here is a diagram of an art center in a kindergarten room. Listed below are statements about the center arrangement contained in the picture. Underline the statements which are correct as guidelines for an art center in a kindergarten room. Put an "x" beside the statements which are not correct. a) The art center has the mixing and preparing center near the sink. b) The art center should have a rug on the floor for warmth and attractiveness. c) The art center is in a well-lighted area. d) The art center is free of tables and chairs. e) The easels are at the far end of the art center, away from distractions. f) The art center is located in the area of the sink. g) The art center has paper for the easel stored on low shelves near the easels. h) The glass paint jars are stored under the easel. i) The drying rack is close to the center.	2. Criteria: Using Illustration B, student will underline a, c, f, and g; and put an "x" beside b, d, e, h, i, j, and k.

A. Setting Up and Maintaining a Safe and Healthy Learning Environment (cont'd)

General Student Outcome: *The student will be able to help set up and maintain a safe and healthy learning environment for children.*

Instructional Objective 1. The student will construct diagrams of effectively arranged classroom art centers.

	j) The art center is near the door in case of a fire drill. k) The art center is near the block center so that the teacher can watch both centers at the same time.	
3. Design an art center that incorporates guidelines studied, using the outline of an empty kindgergarten room in Illustration C	3. Here is an outline of an empty kindergarten room. Design an art center within this room that incorporates the guidelines learned. Label the diagram.	3. Criteria: Student will draw a design that includes at least Nos. 1, 2, 3, 4, 5, 7, 11, and 13 of the guidelines listed in "Organizing the Classroom Art Center," pp. 12-13.

ILLUSTRATION A

Art Center

Which One Would You Choose? Why?

DIAGRAM 1

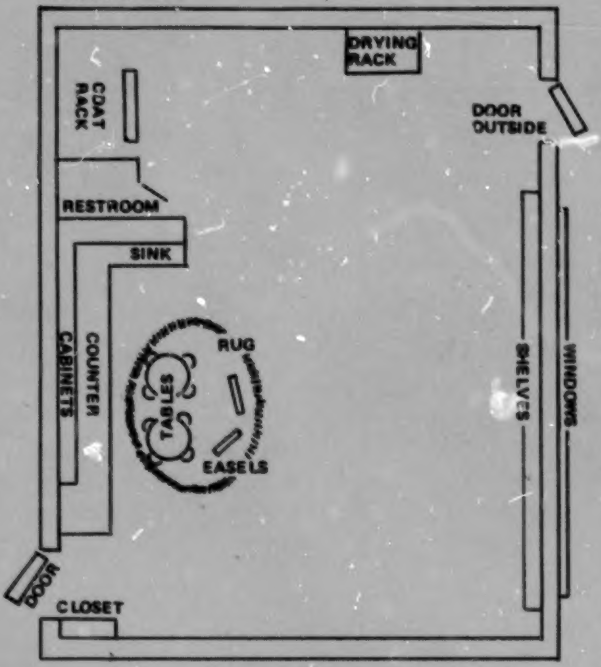

DRYING RACK
COAT RACK
DOOR OUTSIDE
RESTROOM
SINK
RUG
COUNTER
CABINETS
TABLES
EASELS
SHELVES
WINDOWS
DOOR
CLOSET

DIAGRAM 2

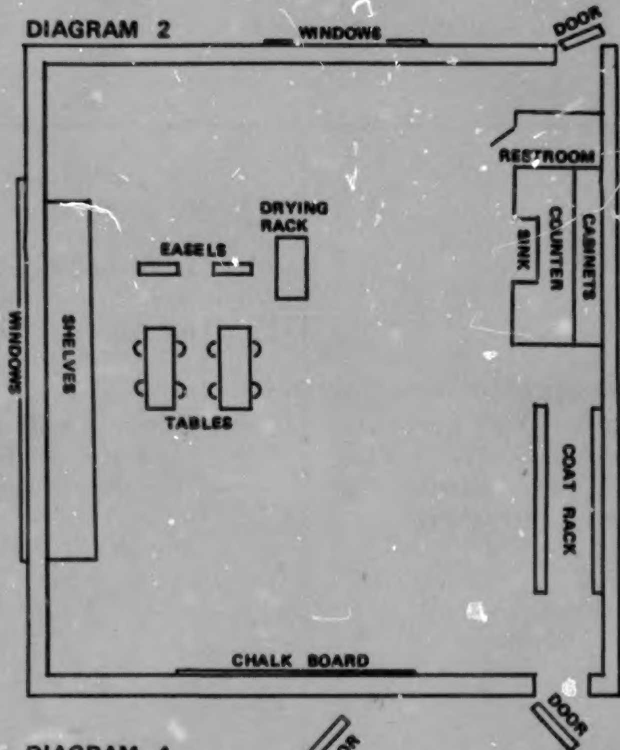

WINDOWS
DOOR
RESTROOM
DRYING RACK
EASELS
SINK
COUNTER
CABINETS
WINDOWS
SHELVES
TABLES
COAT RACK
CHALK BOARD
DOOR

DIAGRAM 3

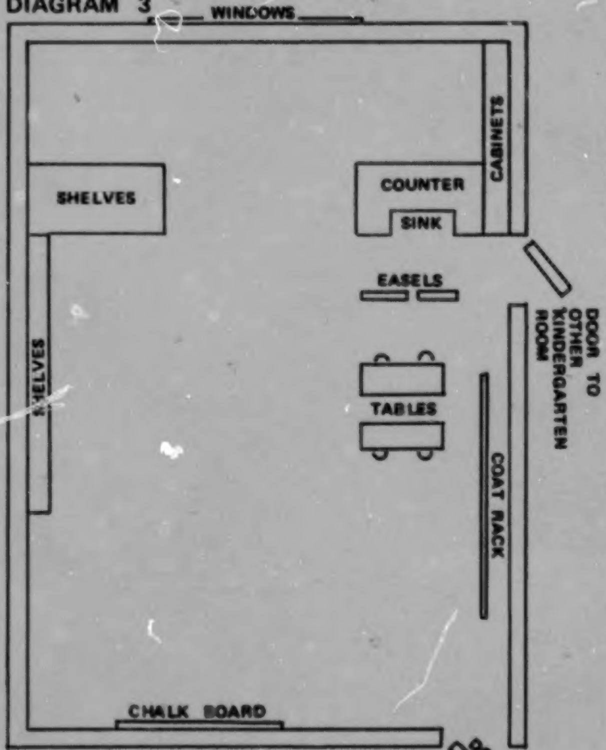

WINDOWS
CABINETS
SHELVES
COUNTER
SINK
EASELS
DOOR TO OTHER KINDERGARTEN ROOM
SHELVES
TABLES
COAT RACK
CHALK BOARD
DOOR

DIAGRAM 4

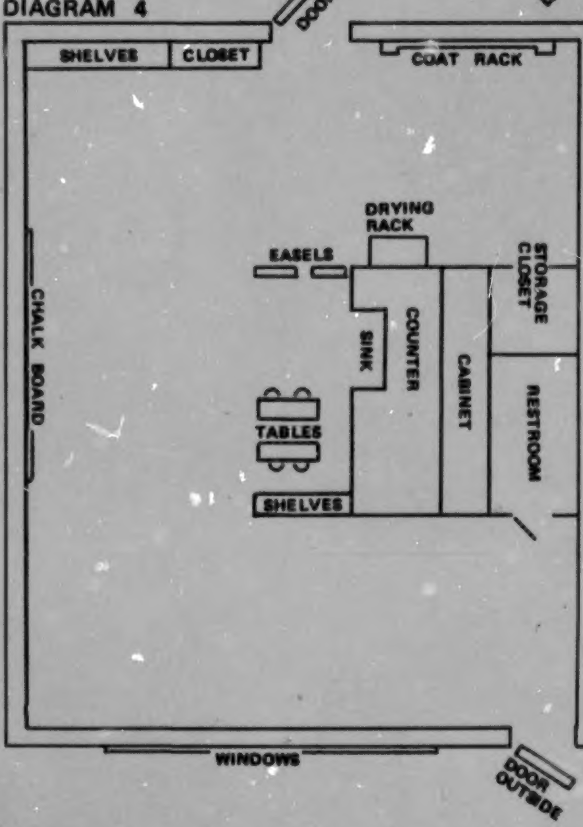

DOOR
SHELVES
CLOSET
COAT RACK
DRYING RACK
EASELS
STORAGE CLOSET
CHALK BOARD
SINK
COUNTER
CABINET
RESTROOM
TABLES
SHELVES
WINDOWS
DOOR OUTSIDE

ILLUSTRATION B

Art Center

What's Wrong? Why?

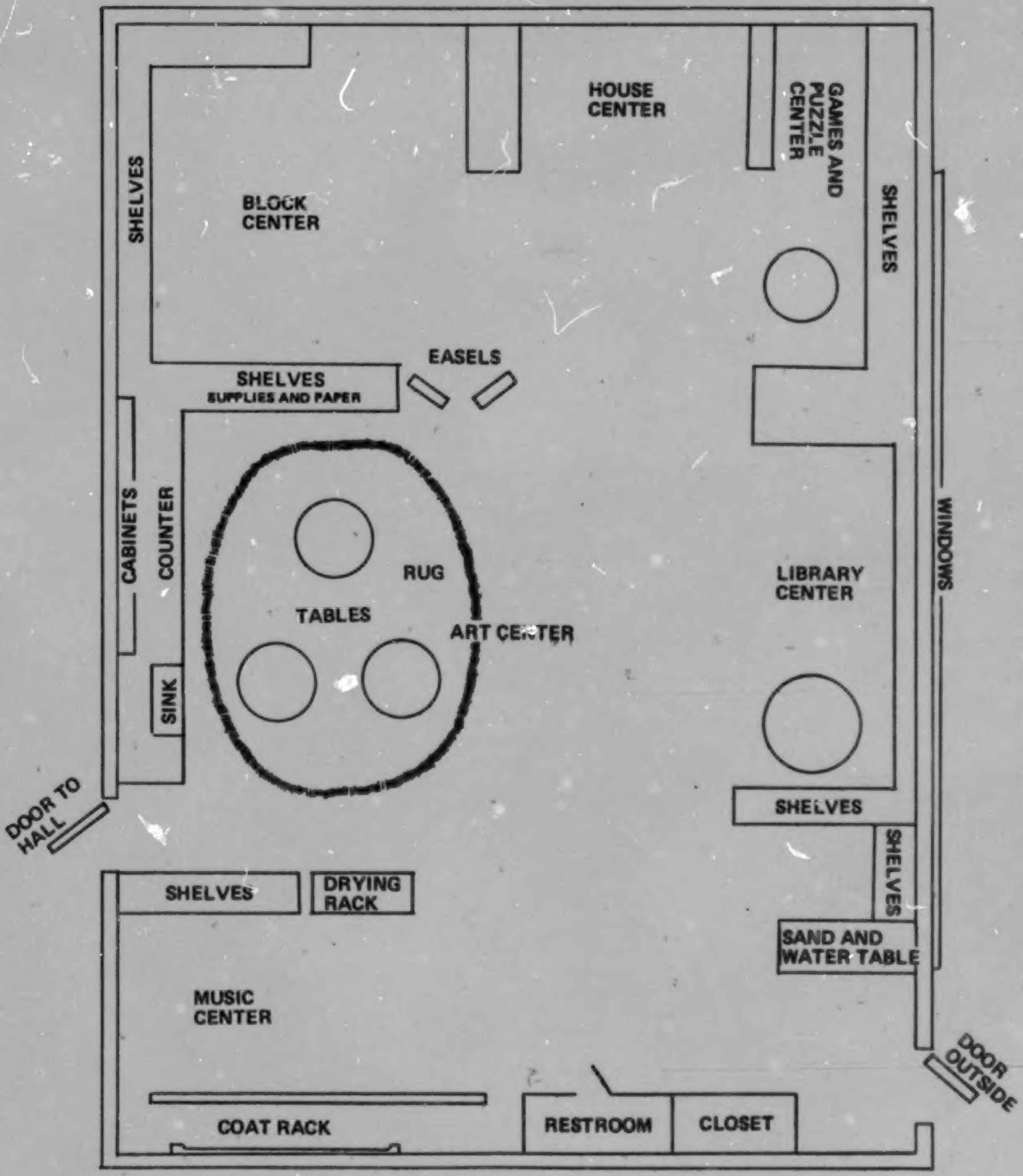
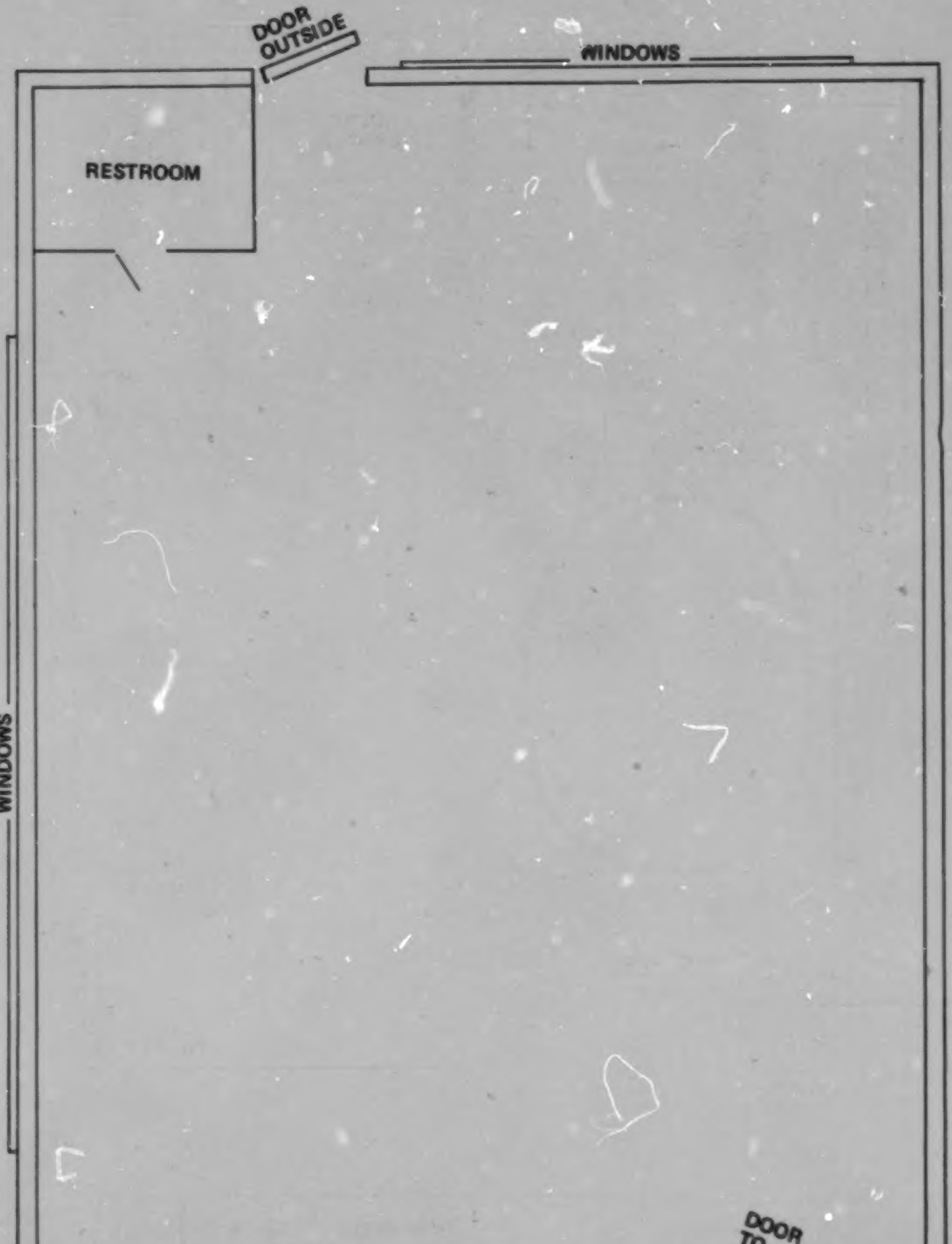

SHELVES
BLOCK CENTER
HOUSE CENTER
GAMES AND PUZZLE CENTER
SHELVES
EASELS
SHELVES
SUPPLIES AND PAPER
CABINETS
COUNTER
SINK
RUG
TABLES
ART CENTER
LIBRARY CENTER
WINDOWS
DOOR TO HALL
SHELVES
SHELVES
SHELVES
DRYING RACK
SAND AND WATER TABLE
MUSIC CENTER
DOOR OUTSIDE
COAT RACK
RESTROOM
CLOSET

ILLUSTRATION C

Design Your Own Art Center


DOOR OUTSIDE
WINDOWS
RESTROOM
WINDOWS
DOOR TO HALL

Furniture Cutouts for Illustration C

Design Your Own Art Center

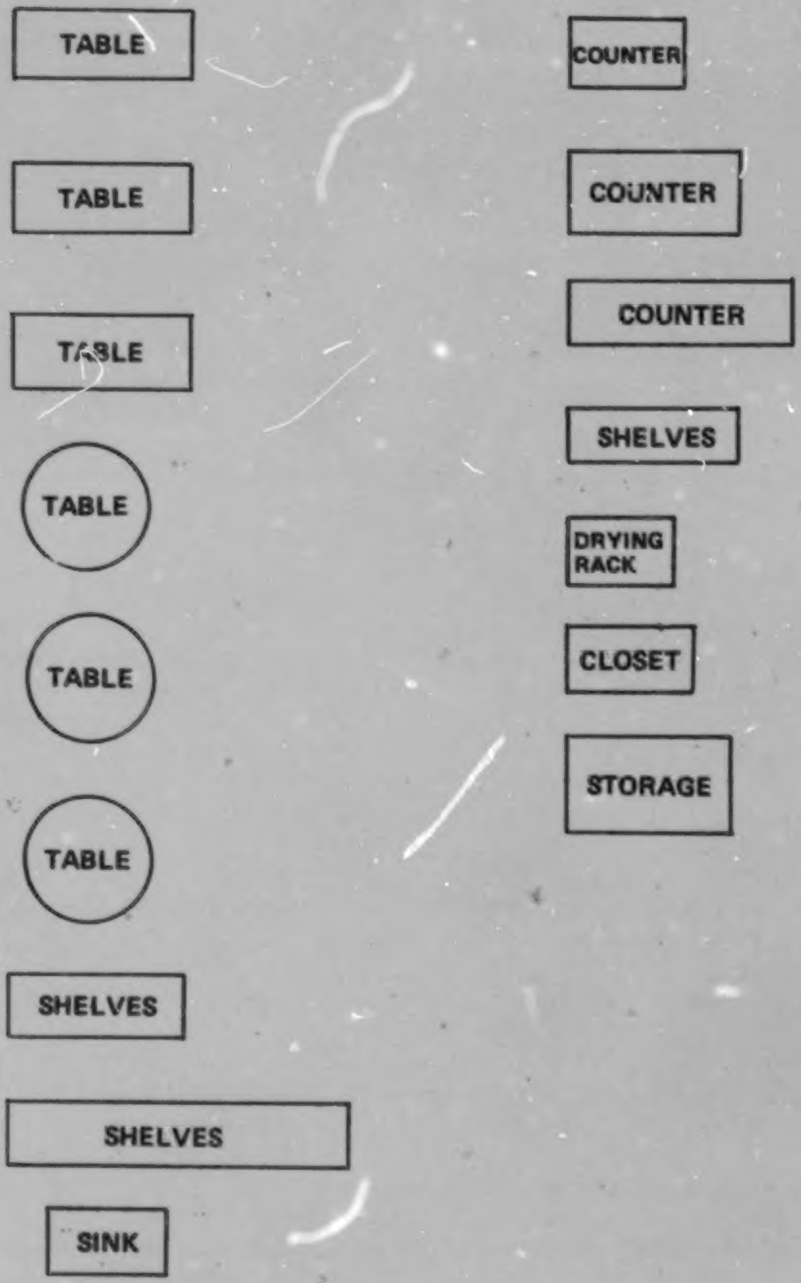


TABLE
TABLE
TABLE
TABLE
TABLE
TABLE
SHELVES
SHELVES
SINK
COUNTER
COUNTER
COUNTER
SHELVES
DRYING RACK
CLOSET
STORAGE

Illustrative Activities for Arranging Classroom Art Centers

In the seminar:

See slides "A Classroom Planned for Learning."

Read "Organizing the Classroom Art Center," pp. 12-13.

Look at photographs of kindergarten rooms. (Each student might take a picture of his/her school art center or classroom art center.) Compare them to the guidelines outlined in the slides. Identify photographs which meet the guidelines.

See film *Setting Up a Room: Creating an Environment for Learning* (MCPS F-5637).

Invite a planner from MCPS Division of Construction, Department of School Facilities, to discuss MCPS specifications for constructing kindergarten rooms. Ask planner to bring diagrams and blueprints of the room construction plans.

Use a blank outline of a kindergarten room. Using small cutouts for tables, closets, sink, easels, etc., arrange an art center in relationship to other areas of the room. Draw symbols where cutouts cannot be used.

Study Maryland State Board of Education space requirements for a public school kindergarten classroom.

In the elementary classroom:

In a kindergarten room on a day when the children are not present, divide student aides into teams. One at a time, each team arranges the art center. Other teams use list of criteria and critique the arranged center.

Suggestions for Setting Up a Block Center

A carefully planned block center for young children can enhance their learning in a number of developmental areas:

Mathematics — measurement, volume, area, height, depth, width, length, shape, symmetry, mapping, size, equality, inequality, classification, number, order

Science — balance, weight, inductive thinking, experimentation, discovery, gravity, inclined planes, ramps, stability

Language Arts — planning, naming, functions, stories about buildings, questions about concepts, exchange of ideas, labeling, directions, shape differentiation, size relations

Art — patterns, symmetry, balance, use and recall of imagery

Social Skills — cooperation, clean-up, respect for others' work, competence, rules of safety

Physical Skills — visual perception, eye-hand coordination, large and small muscle development

Social Studies — people and their work, grids, symbolic representation

The following are some guidelines to consider when arranging a block center for most effective use by children:

1. The center has enough floor space on which children can build and use the blocks. (Block enthusiasts recommend one-third of the total floor space be set aside for the block center.)
2. There are enough blocks for a group of children to use a variety of sizes and shapes simultaneously.
3. The center has adequate shelf or other storage space to accommodate all the blocks.
4. The replacement of blocks on the shelves is organized in such a way as to encourage and help children learn shape and size discrimination.
5. The height of the shelves makes it possible for the children to take out or put away blocks easily.
6. The center is not equipped with so many blocks that it makes it too difficult or takes too long for children to put them away.
7. The center has dividers or partitions that protect to some degree children's block structures from other activities in the room.
8. The center is not so large that it may cause children to run or to use other "out of bounds" behavior.
9. The center is not located in the middle of cross flow of traffic in the room.
10. The center is visible from many parts of the room so that the teacher and other children may observe the block play.

A. Setting Up and Maintaining a Safe and Healthy Learning Environment (cont'd)

General Student Outcome: *The student will be able to help set up and maintain a safe and healthy learning environment for children.*

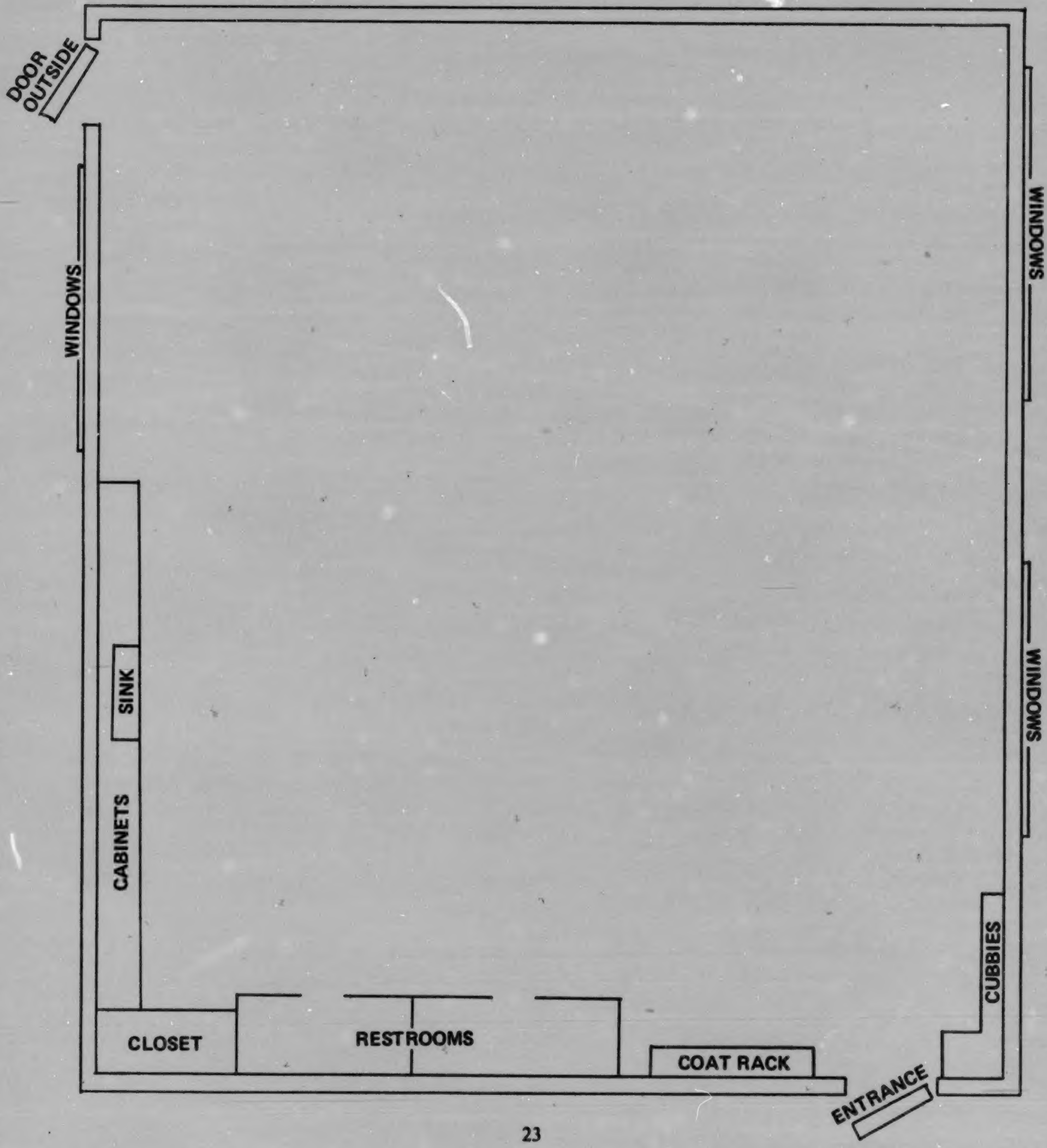
Instructional Objective 2. The student will construct diagrams of effectively arranged classroom block centers.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measture
The student aide will:		
1. Identify the guidelines of arranging a block center	1. See Slide A-5 from "A Classroom Planned for Learning" (Childhood Resources). List at least five principles the teacher had to keep in mind when setting up this block center.	1. Criteria: Student will list at least five of the guidelines mentioned in "Setting Up a Block Center," pp. 20-21.
2. Apply, to a general statement about classroom learning centers, the principles learned about arranging block centers	2. From your study of block center arrangements in the classroom, use at least four of the guidelines to support or to refute this statement: "A well-planned learning center prevents many discipline problems."	2. Criteria: The student will list four of the following from "Setting Up a Block Center": No. 1, 2, 3, 5, 6, 8, and 9.
3. Design a block center for a kindergarten classroom	3. Using this blank outline of a kindergarten room, design the block center arrangement.	3. Criteria: Student will make a design using the principles in "Setting Up a Block Center," pp. 20-21.

ILLUSTRATION A

Block Center

Using flat or three-dimensional cutouts, arrange placement of the block center in this room.


DOOR OUTSIDE
WINDOWS
WINDOWS
WINDOWS
SINK
CABINETS
CUBBIES
CLOSET
RESTROOMS
COAT RACK
ENTRANCE

Illustrative Activities for Arranging Classroom Block Centers

In the seminar:

Read "Setting Up a Block Center," pp. 20-21.

Take photographs or slides of several block center arrangements. Set up a display of the best center arrangements.

See slide/tape on "Block Building" (Childhood Resources, 1971)

Invite the local representative from a toy manufacturing company to describe 1) the types and sizes of blocks made for children and 2) portable and stationary storage units made for the blocks.

Submit plans or designs of blocks and supplementary block center toys to a local high school wood shop for production.

Design appropriate storage shelves and units for the block center.

See film *Setting Up a Room: Creating an Environment for Learning* (MCPS F-5637). Note how teacher arranges the block center.

Read *Blockbuilding* by Esther B. Starks (from E.K.N.E., 1970).

Read the chapter "Block Building — Practical Considerations for the Classroom Teacher," from *The Block Book* by Elisabeth Hirsch, ed. (NAEYC publication, 1974).

In the elementary classroom:

Film or videotape children using blocks. View film, and design various ways to store blocks on shelves for childrens' use.

Introduce a new idea or theme into the block center. For example, one week turn the center into a hospital, a space ship, a covered wagon train, etc. Have needed accessories available to implement the theme.

Suggestions for Reading Center Arrangements

In a quiet reading center, a child can discover a new world by looking at books and pictures. In the library or reading center, the child increases language skills, finds pleasure and information in stories, and begins to tell stories. He/she also learns that pictures have meaning and begins to use pictures to help tell stories. In all of these ways, the child is getting ready to read.

The reading center that is well-arranged will help make reading a delectable experience for the child. Here are some guidelines:

1. The center is in a private location in the room, out of the main flow of room traffic (e.g., a corner, a transformed closet). The center is protected by partitions or dividers.
2. The center is not directly next to a noisy center such as the block or wood-working center.

3. The area of the center is well lighted.

4. The center has low shelves on which to display books within easy reach of the children.

5. The center is large enough for several children and an adult to gather.

6. The books are displayed so that the whole cover faces the children.

7. The center has a table and chairs, or a small rug, or other designated area where children can sit and look at books.

8. The center has a bulletin board or other display area for motivating children's interest in the center or for presenting a new idea.

A. Setting Up and Maintaining a Safe and Healthy Learning Environment (cont'd)

General Student Outcome: *The student will be able to help set up and maintain a safe and healthy learning environment for children.*

Instructional Objective 3. The student will construct diagrams of effectively arranged classroom reading centers.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify the guidelines of arranging a reading center	1. From among the three diagrams of kindergarten reading centers in Illustration A, pick out the one that is arranged according to the guidelines studied. List the reasons for your selections.	1. Criteria: Student will select diagram 1 and list Nos. 1, 2, 3, 4, 5, 7, and 8 from "Suggestions for Reading Center Arrangements," pp. 24-25.
2. Analyze diagrams to identify poor arrangements of reading centers	2. Here are three diagrams of kindergarten rooms. Determine which rooms are poorly arranged. Then list the things that are wrong with each.	2. Criteria: Student will select diagrams 2 and 3 in Illustration A. In diagram No. 2, the student will list Nos. 1, 2, 4, 5, 7 and 8 from "Suggestions for Reading Center Arrangements," pp. 24-25. In diagram No. 3, the student will list Nos. 1, 2, 5, 7, and 8 from "Suggestions for Reading Center Arrangements," pp. 24-25.
3. Design a reading center for a kindergarten classroom, using the space or furniture provided in the drawings	3. See Illustration B and read instructions, "Recycling a Reading Center." Design at least one center.	3. Criteria: Student will design a center that implements at least four of the guidelines in "Suggestions for Reading Center Arrangements," pp. 24-25.

ILLUSTRATION A

Arranging Reading Centers

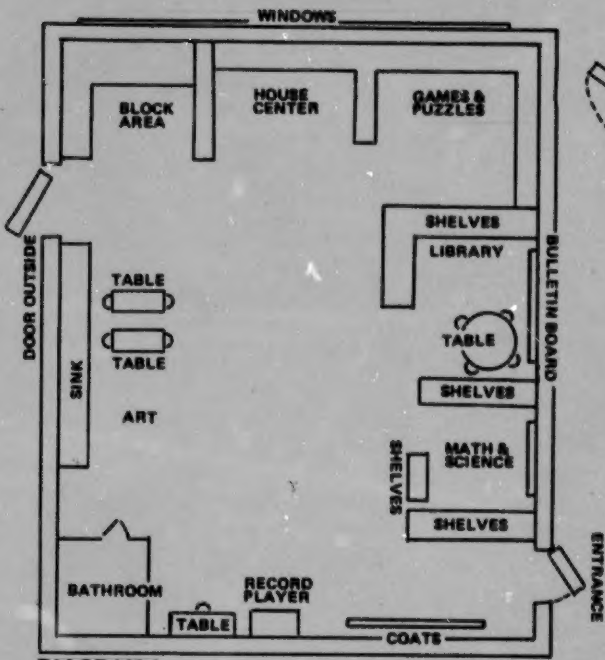

WINDOWS
BLOCK AREA
HOUSE CENTER
GAMES & PUZZLES
DOOR OUTSIDE
SHELVES
LIBRARY
BULLETIN BOARD
TABLE
TABLE
SINK
ART
TABLE
SHELVES
SHELVES
MATH & SCIENCE
SHELVES
ENTRANCE
BATHROOM
RECORD PLAYER
TABLE
COATS

DIAGRAM 1

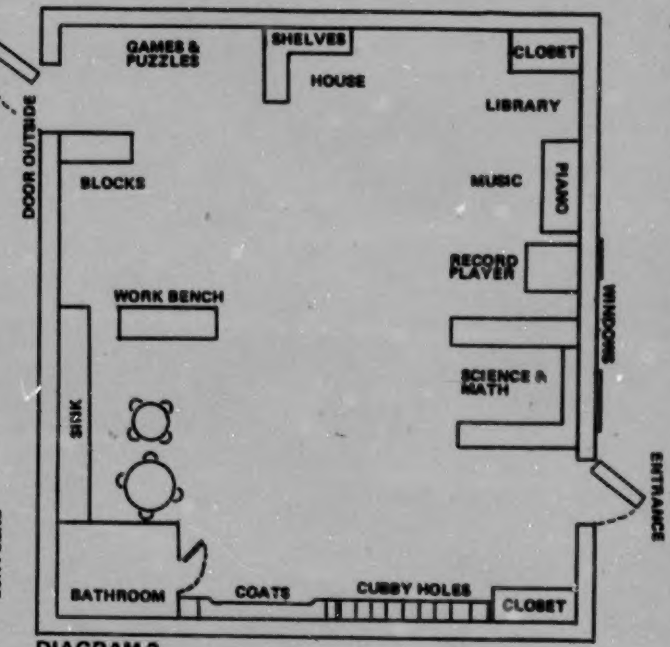

GAMES & PUZZLES
SHELVES
HOUSE
CLOSET
LIBRARY
DOOR OUTSIDE
BLOCKS
MUSIC
PIANO
RECORD PLAYER
WORK BENCH
WINDOWS
SINK
SCIENCE & MATH
ENTRANCE
BATHROOM
COATS
CUBBY HOLES
CLOSET

DIAGRAM 2

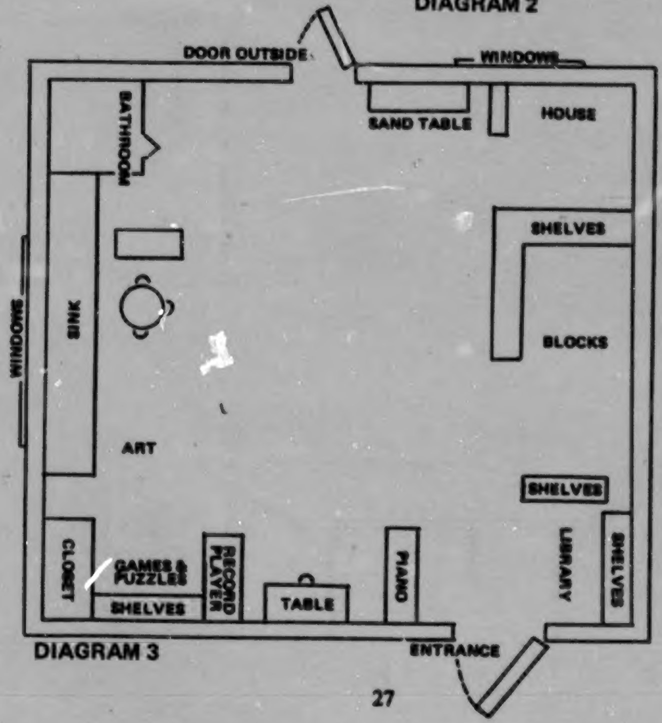

DOOR OUTSIDE
WINDOWS
BATHROOM
SAND TABLE
HOUSE
SHELVES
WINDOWS
SINK
BLOCKS
ART
SHELVES
CLOSET
GAMES & PUZZLES
RECORD PLAYER
TABLE
PIANO
LIBRARY
SHELVES
SHELVES
ENTRANCE

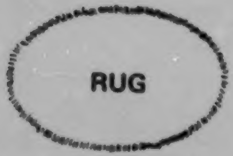
DIAGRAM 3

ILLUSTRATION B

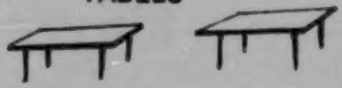
Recycling a Reading Center

Your school does not have the money to purchase any additional furniture for a classroom reading center or library center this year. You will have to "recycle" what is already in the room. Using the space or furniture given in the illustrations below, design a reading center from each that incorporates at least four of the guidelines from "Suggestions for Reading Center Arrangements."

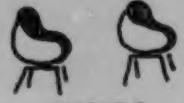
You may choose any one of the following to work up into a reading center.



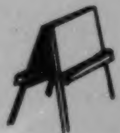
TABLES



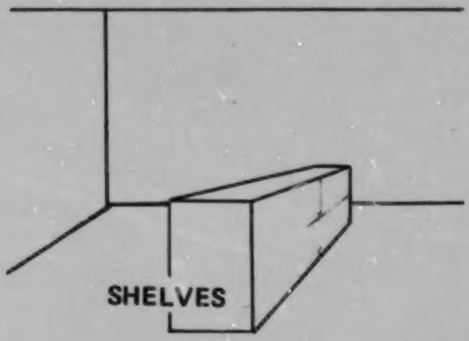
SHELVES

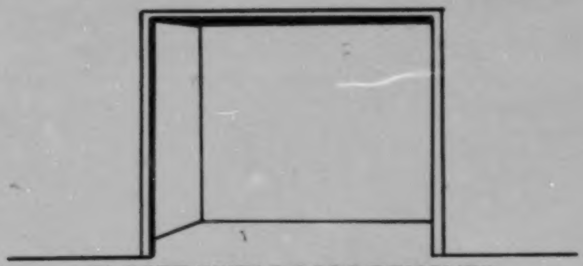


CHAIRS

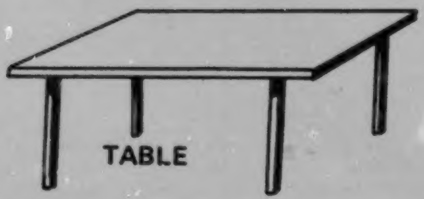


EASEL





CLOSET WITH DOORS REMOVED



When you finish drawing or arranging the center with cutouts, describe the center in detail and tell what guidelines it meets.

Illustrative Activities for Arranging Classroom Reading Centers

In the seminar:

Read "Suggestions for Reading Center Arrangements," pp. 24-25.

Visit several kindergarten rooms and ask the teacher to explain the arrangement of the reading center. Take photographs of different kindergarten reading centers or room library centers. Share with seminar. Discuss advantages and disadvantages of each arrangement.

View film *Setting Up a Room: Creating an Environment for Learning* (MCPS F-5637). Take notes on the arrangement of the reading or library center. Design one other way the same center might be arranged.

View slide No. A-12 from the slide/tape on "A Classroom Planned for Learning" (Childhood Resources Kit, *Early Childhood: A Training Program for Teachers, Aides, Parents, and Volunteers*). From what is seen in the picture, draw or diagram what the rest of the reading center might look like.

Invite a reading teacher to discuss the arrangement, equipment, and materials needed in a reading center for kindergarten children.

Arrange cardboard cutouts or small furniture pieces into a model of a reading center.

In the elementary classroom:

Before school begins in the fall or on a day when the kindergarten is not in session, visit a classroom and have teams of students arrange different types of reading or library centers.

Receive permission from a kindergarten teacher to have students set up and arrange a reading center in the classroom. Then videotape or film children actually using the arranged center. View the film or video tape. Discuss how the arrangement affected the children's use of the center and how the center might be changed to be more effective.

Suggestions To Encourage Developing Responsibilities in Children

Routines and schedules are patterns of behavior or events that children can depend upon to occur each day. Routines are established in the beginning of the school year. Children quickly learn routines if the pattern of establishing them is consistent. Aides should be aware of the need for consistency in working with children.

Routines include:
- personal greetings from teachers/aides
- hanging coats and storing personal items
- activities occurring around the same time each day
- taking out and putting away materials
- preparing to go home

Routines provide the guidelines which help each child assume responsbilities and meet the expectations of the teachers. Aides should quickly learn routines so they can assume responsibility as the need occurs.

Children need to feel a sense of freedom in carrying out daily schedules and responsibilities. The following pages contain ideas that will assist the child with routines while encouraging a degree of independence in the child.

A. Setting Up and Maintaining a Safe and Healthy Learning Environment (cont'd)

General Student Outcome: *The student will be able to help set up and maintain a safe and healthy learning environment for children.*

Instructional Objective 4. The student will organize a classroom so that young children may learn responsibilities appropriate to their maturity level.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Recognize responsibilities five-year-olds can accomplish without adult assistance	1. a) List at least three activities that a kindergarten child could successfully accomplish without adult assistance. At the beginning of the year: (1) (2) (3) At the end of the year: (1) (2) (3)	1. a) Criteria: Student will list such activities as: At the beginning of the year: hang up their own coats; find way to the kindergarten room; return crayons to shelf after use; leave room during fire drill; go to bathroom; put art work on drying rack At the end of the year: wash out brushes; run errands to main office; go to library and sign out own books; operate record player and tape recorder in listening center; follow direction charts; work independently in a learning center
	b) In which of the following can a five-year-old succeed independently? (1) Painting at the art center (2) Putting up a bulletin board display (3) Cleaning the easel (4) Building a bird house	b) Criteria: Student will mark #1 and #3.
2. Formulate with children plans for assigning responsibilities to them	2. Design one system for assigning responsibilities to children in the classroom. Describe how you would explain the system to the children.	2. Criteria: Student will design a system similar to ones illustrated in "Classroom Responsibility Systems," pp. 32-33; or in

A. Setting Up and Maintaining a Safe and Healthy Learning Environment (cont'd)

General Student Outcome: *The student will be able to help set up and maintain a safe and healthy learning environment for children.*

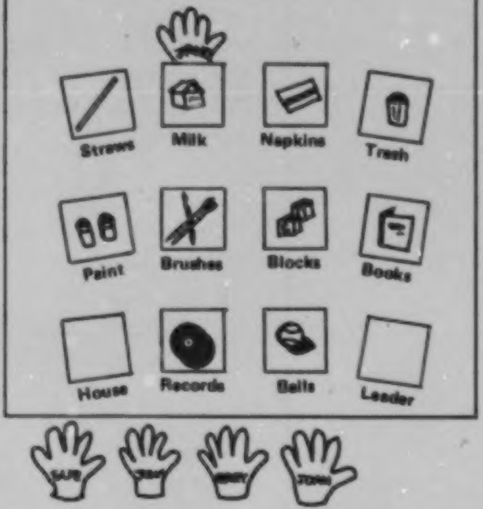
Instructional Objective 4. The student will organize a classroom so that young children may learn responsibilities appropriate to their maturity level.

		"Learning Center Organizers," p. 34. In explaining how it could be described to children, the student will include: a) The system is simple enough for young children to follow. b) It can be explained in a brief period of time. c) It is picture-coded for those who cannot read. d) The chart details are large enough to be seen easily. e) All children can eventually have a turn in the system.
3. Organize materials and equipment in the room to encourage self-reliance and independence on the part of children	3. In your elementary classroom, in cooperation with your teacher, set up at least three self-help organizers for children.	3. Criteria: Student will design and implement three self-help organizers similar to ones illustrated in "Self-Help Organizers for Children," pp. 35-36. The organizers should be a) simple enough for young children to use and b) fairly inexpensive.

CLASSROOM RESPONSIBILITY SYSTEMS
(DAILY)

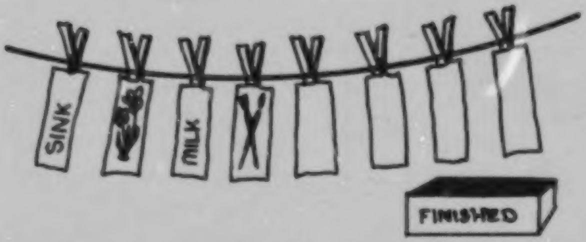
DAILY CHANGES OF ASSIGNMENTS:

HELPING HANDS


Straws
Milk
Napkins
Trash
Paint
Brushes
Blocks
Books
House
Records
Balls
Leader

Teacher asks for volunteers each day and puts their cut-out "hands" in pocket of desired job.

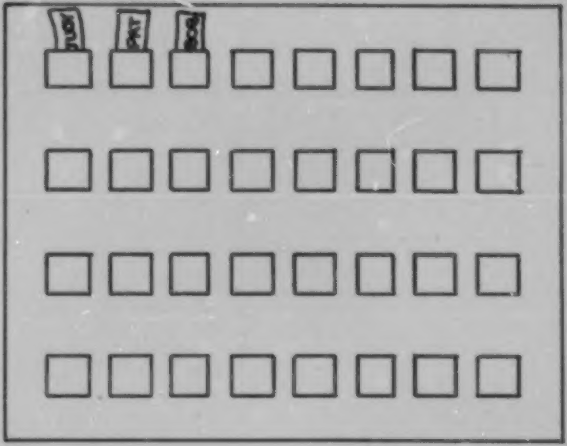
"WHAT'S YOUR HANG-UP?"


SINK
MILK
FINISHED

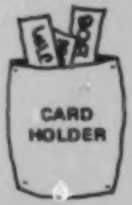
Job titles are written or picture coded on cards and hung on a clothes line. At clean-up time, each child is responsible for removing one job card, completing the job, and returning the card to the "Finished" box.

DAILY ATTENDANCE

COUNT DOWN . . . .

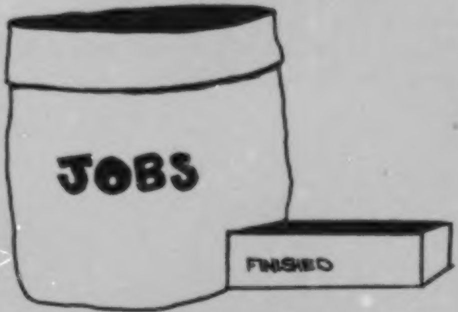


BLAST OFF . . . . . .


CARD HOLDER

One pocket for each child in the class. Each child places own name in a pocket each morning. Cards remaining in holder tell which children are absent.

"IT'S IN THE BAG"

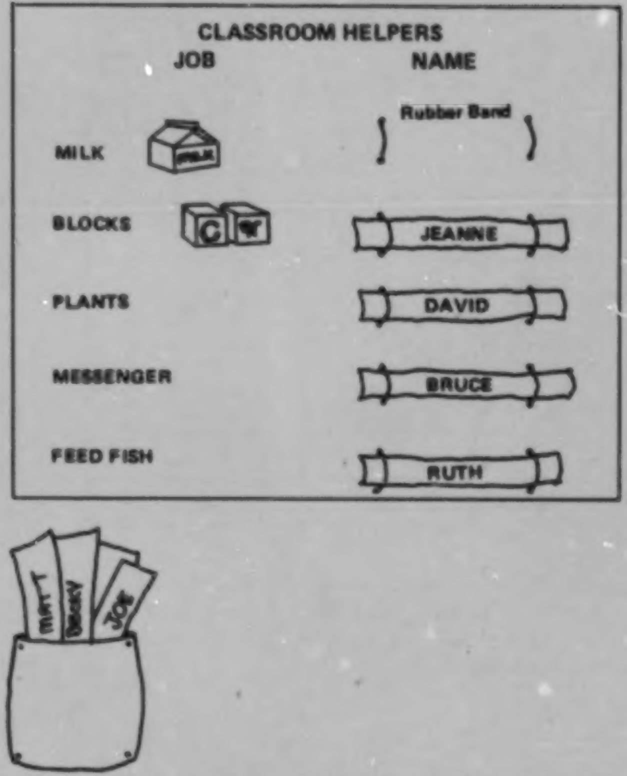

JOBS
FINISHED

At clean-up time, each child closes eyes and draws a job title card from the bag. Cards for finished jobs are placed in box.

A system can be changed during the year to add interest for the children.

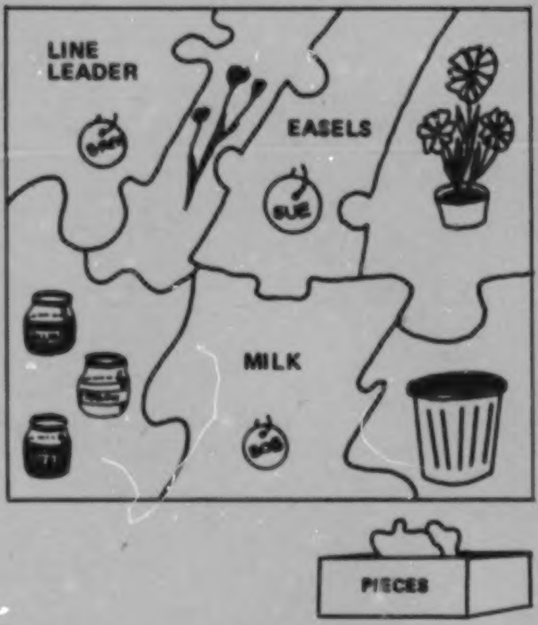
CLASSROOM RESPONSIBILITY SYSTEMS
(WEEKLY)

Weekly Changes of Assignments:
Change at the beginning of each week.


CLASSROOM HELPERS
JOB
NAME
Rubber Band
MILK
MILK
BLOCKS
C
JEANNE
PLANTS
DAVID
MESSENGER
BRUCE
FEED FISH
RUTH
MATT
BECKY
JOE

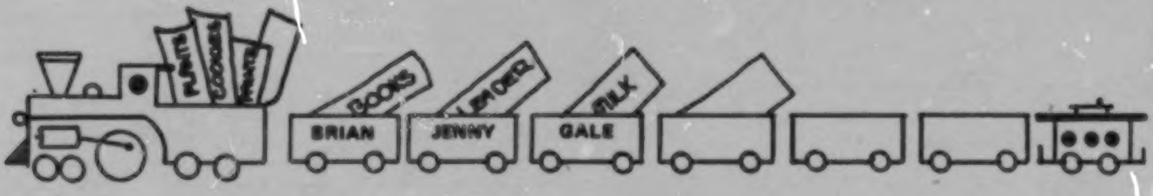
At the beginning of each week, teacher or children insert names beside classroom jobs.

"Putting It All Together"


LINE LEADER
EASELS
SUE
MILK
BOB
PIECES

At the beginning of each week, child draws a puzzle piece and puts it on the board to match the picture. (Magnetic board, Velcro strips, child's name is then hung or affixed to piece.)

"All Aboard"

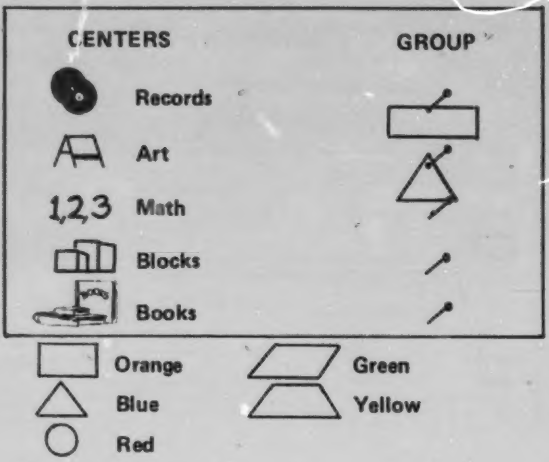

PLANTS
COOKIES
PAINTS
BOOKS
LEADER
MILK
BRIAN
JENNY
GALE

At the beginning of each week, teacher or children place a different job in child's car.

LEARNING CENTER ORGANIZERS

TOTAL CLASS

Divide class into five groups. Assign each group a color/shape. Groups change activity according to chart each day (or each week).

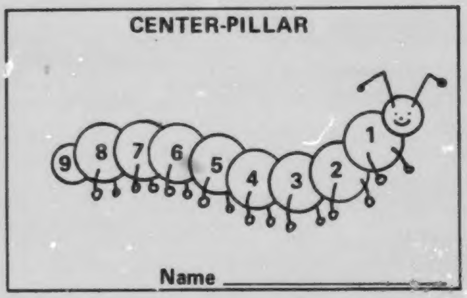

CENTERS
GROUP
Records
Art
1,2,3
Math
Blocks
Books
Orange
Green
Blue
Yellow
Red

WEEK OF October 2

NAME	Center 1	Center 2	Center 3	Center 4	Center 5	Center 6	Center 7	Center 8	Center 9
JIM									
LARRY									
JOAN									
RENE									
JON									
BETH									
ANN									
MARK									
BEN									

A large classroom chart can be kept by the teacher or for the total class. Children check off as center is completed. Plastic may be put over squares so that marks can be rubbed off at the end of the week.

INDIVIDUAL


CENTER-PILLAR
1
2
3
4
5
6
7
8
9
Name

Here are some sample centers:

1.
2.
3.
etc.

AT EACH CENTER

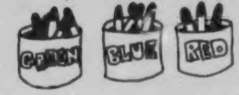
WHAT IS YOUR TELEPHONE NUMBER?	
NAME	DATE COMPLETED
BECKY	September 15
RICHARD	
DAVID	
SUSAN	
JUDY	
KEITH	
RUTH	
DOUG	
BILL	
MARIE	
LINDA	

A chart may be kept at each activity center and checked by an aide or the teacher.

Self-Help Organizers for Children

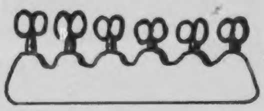
Here are several ways to provide children with opportunities to become more self-reliant and independent. Can you think of other organizers that could be used in your classroom?

CRAYONS



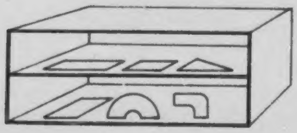
Orange juice cans covered with the corresponding color of construction paper keeps crayons organized and helps young children learn colors.

SCISSORS



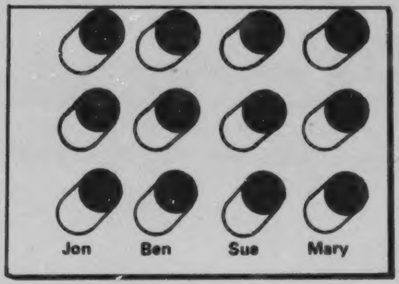
Egg cartons turned upside down provide excellent carriers for scissors.

BLOCKS



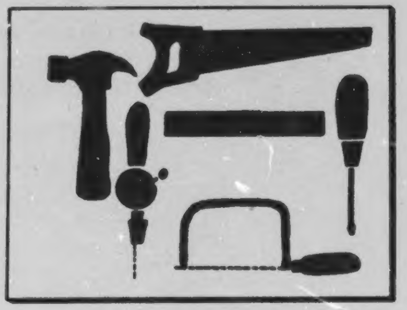
Children can find and return blocks much easier if an outline of each block shape is painted on the shelf where the blocks should go.

TIN CAN CUBBIES



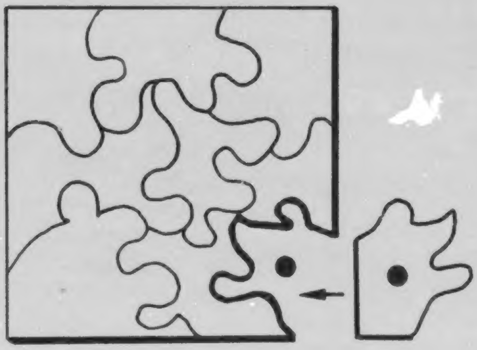
Large tin cans saved from the school cafeteria and nailed to a wooden board provide cubbies for children's daily work papers or other articles.

TOOLS



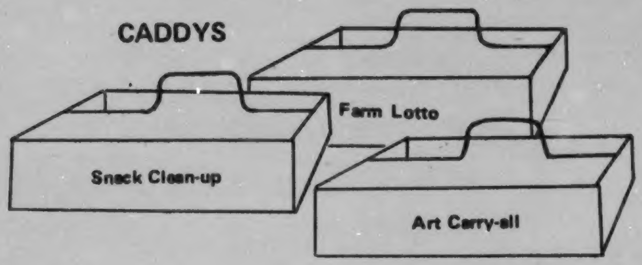
Children can find and return tools much easier if an outline of the tool is made on the board on which they are hung.

PUZZLES



Children can find misplaced puzzle pieces if the backs of each piece for a particular puzzle have the same shape or color code on them.

CADDYS



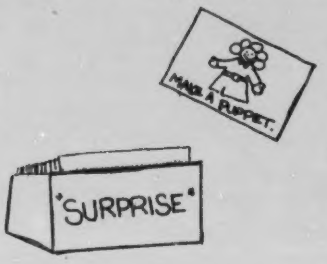
Children love to carry around boxes and baskets. Make caddys out of small fruit baskets or use the plastic ones sold in hardware stores. The caddys can be used for:

- Woodworking — nails, screws
- Lego's
- Lincoln Logs
- Gardening equipment
- Pet food materials

Plastic dishpans or decorated shoe boxes can also be used for caddys.

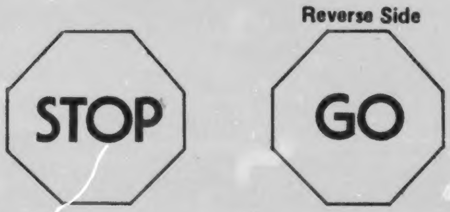
ACTIVITY FILE BOX

For children who continually say "What can I do now?" and who rely on the teacher to provide an activity, make a "Surprise Box" of picture cards that give a child an activity idea.



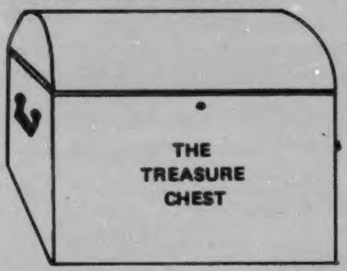
When all assigned work is completed, the child can close eyes and draw a card.

SIGNS



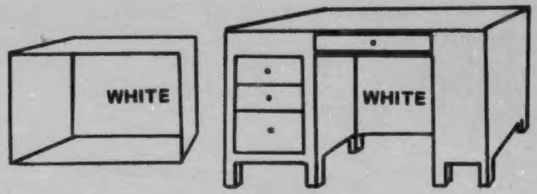
This sign could be placed on the classroom bathroom door so that children will know when the bathroom is not being used by another child.

SHOW AND TELL ORGANIZER



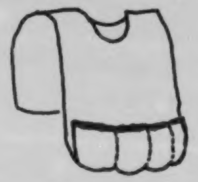
To prevent the loss or breakage of show and tell items, have a special box or place in which children can put the items for safety and for retrieval at end of the day.

PRIVATE MOVIE THEATERS



When only one or two children need to see a film or a film strip, movie screens can be made at the end of a cardboard box or at the back of the teacher's desk. This way the children can see the film without turning out the lights in the classroom.

APRON ORGANIZERS



Aprons with pockets made for the children can be used for carpentry work to hold loose nails, screws, and small hand tools, or for art work to hold brushes, collage materials, sponges, etc.

Illustrative Activities for Developing Responsibilities in Children

In the seminar:

Ask a kindergarten teacher, a first and a second grade teacher each to demonstrate his/her system for assigning classroom responsibilities to children.

Review sheets on "Classroom Responsibility Systems," pp. 32-33 (daily and weekly); and "Learning Center Organizers," p. 34.

Read "Signs, Symbols, and Secret Codes," in *Nooks, Crannies, and Corners: Learning Centers for Creative Classrooms* (Imogene Forte and Joy MacKenzie. Nashville, Tenn.: Incentive Publications, 1972.)

Review sheet on "Self-Help Organizers for Children," pp. 35-36.

In the elementary classroom:

Design a room duties chart or system and try it for two weeks in the elementary classroom with the children.

Help to plan and set up centers for the coming week with your teacher. With a chart or other organizer, explain to the children the use of the centers.

Design and set up several "organizers" for materials or equipment that will encourage children to rely on their own abilities or will help them to become more independent.

B. ADVANCING PHYSICAL AND INTELLECTUAL COMPETENCE

General Student Outcome: *The student will be able to help each child advance his/her physical and intellectual competence.*

This section will enable the student to:

1. Provide for mastery of problems requiring skillful body coordination
2. Use a variety of media and instructional activities for advancing children's language abilities
3. Help with children's perceptual skill development
4. Help children work toward recognition of words and symbols for designating numbers and number concepts

B. Advancing Physical and Intellectual Competence

General Student Outcome: *The student will be able to help each child advance his/her physical and intellectual competence.*

Instructional Objective 1. The student will help provide for mastery of problems requiring skillful body coordination.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify basic physical skills attained by the typical four- and five-year-old	1. In which of the following activities could a kindergartener readily succeed? a) jumping rope b) walking the balance beam c) throwing basketball in basket d) tossing a beanbag through a hole	1. Criteria: Student will mark b) and d).
2. Evaluate possible areas in which children might be having difficulty with body coordination	2. Should you be concerned if, by the end of kindergarten, a child cannot: a) skip b) catch a medium size playground ball c) use one hand consistently in writing, drawing, etc. d) ride a two-wheel bicycle	2. Criteria: Student will answer a), b), and c): a) Skipping shows the ability of a child to use both sides of the body equally well. Lack of this by the end of kindergarten could indicate a problem. b) Catching a ball shows coordination in both arms, good depth perception, and good eye-hand coordination, skills needed in reading and writing. Lack of these skills could be indicated by child's inability to catch a ball by the end of kindergarten. c) Use of one hand consistently indicates the child's body has established hand dominance. Lack of this dominance can indicate body confusion and later difficulty with reading and writing.

B. Advancing Physical and Intellectual Competence (cont'd)

General Student Outcome: *The student will be able to help each child advance his/her physical and intellectual competence.*

Instructional Objective 1. The student will help provide for mastery of problems requiring skillful body coordination.

3. Plan activities to assist children in overcoming specific physical coordination difficulties	3. A child in your classroom is having difficulty catching a ball with both hands. Plan activities to strengthen the child's coordination.	3. Break down this process into its vision and motor components. a) Initial activities could be finger plays or other songs or poems that require following a leader and using parts of the body. (See "Fingerplays" in *Student Aide Handbook,* pp. 32-39.) b) Introduce ball activities. Begin with games that ask child to roll a large ball and catch a rolled ball. Progress to simple catch games with a large ball and standing close to child. Once mastered, move back so distance is greater. Progress later to the next smaller ball; and once mastered, to the smallest ball.

Illustrative Activities for Mastery of Problems Requiring Skillful Body Coordination

In the seminar:

Read section in MCPS *Prereading* Bulletin #246 on Psychomotor Area, pp. 35-37.

Have a physical education teacher discuss activities appropriate for kindergarten children.

Read the chapter: "Physical and Motor Development" in *Caring for Children.*

Read the chapter: "Developmental Tasks and Skills" in *Caring for Children.*

Describe conditions which might limit children's physical dexterity.

List activities to help children establish handedness.

View film *Movement Exploration* (MCPS 5261) for techniques of enhancing movement exploration.

Study Harris Test for Dominance and Laterality (or other dominance tests) to understand possible signs of lack of body dominance.

See slides "Learning Disabilities" by Emily Boyd.

In the elementary classroom:

Assist teacher in recording children's progress on physical skills for the Early Identification checklist — *Early Identification of Learning Disabilities and Suggestions to Assist Classroom Teachers in Program Design,* MCPS, Revised, Summer 1976.

Accompany children to their physical education class for nine weeks. Begin a file box of activities the physical education teacher does with the children during this nine-week period.

B. Advancing Physical and Intellectual Competence

General Student Outcome: *The student will be able to help each child advance his/her physical and intellectual competence.*

Instructional Objective 2. The student will use a variety of media and instructional activities for advancing children's language abilities.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify various types of materials and equipment used in advancing a child's language abilities	1. List two mechanical devices you might use with children to increase language abilities.	1. Criteria: Student will list at least two of the following: a) record player b) tape recorder c) listening station d) telephone
2. Adopt techniques for advancing language abilities to a particular situation	2. You are working with a child who does not verbalize readily. You have available to you in the classroom: a) puppets b) tape recorder c) dress-up clothes In what ways might you use these materials to advance this child's verbalization skills?	2. Criteria: Student will list at least one activity for each material: a) Dramatize a familiar story using puppets to role-play story characters. b) Tape record child's voice in conversation or in play-acting situations. c) Encourage use of play telephone in house center while children are using dress-up clothes.
3. Analyze materials that might be used to advance a child's language abilities	3. You will be given a flannel board, flannel story pieces, and the story script. Examine these materials and state reasons why they might help advance a child's language abilities.	3. Criteria: Student will elaborate on at least two of the following reasons: a) Once the story has been read aloud by the teacher or an aide, children have the opportunity to repeat the story on their own, thus building their auditory memory abilities.

B. Advancing Physical and Intellectual Competence (cont'd)

General Student Outcome: *The student will be able to help each child advance his/her physical and intellectual competence.*

Instructional Objective 2. The student will use a variety of media and instructional activities for advancing children's language abilities.

		b) The reading of the story introduces new vocabulary into the child's language. c) Once children have heard the story, they can retell it themselves to small or large groups of other children and in this way increase their own verbalization skills. d) By having the flannel board pieces available for use, in the room, the children can make up other stories with these pieces, thus increasing their imagination abilities.

Illustrative Activities for Advancing Children's Language Abilities

In the seminar:

Read: D. Cognitive Area: The Child Thinks and Uses Language in *Prereading*, MCPS Bulletin No. 246.

Invite a language arts teacher specialist to demonstrate a variety of language techniques for young children.

Invite member of MCPS Title III Arts Team to demonstrate ways to advance children's language through drama, art, music, and dance.

Read in *Caring for Children*, "Books and Stories for Children" in the chapter on Activities for Children.

Read in *Student Aide Handbook* "Story Selecting and Telling," p. 26.

Read "Language Development Roles of the Teacher and Interns" in *Day Care Do-It-Yourself Staff Growth Program*, Polly Greenberg 1975, the Growth Program, Washington, D.C.

Take dictation of original stories from children.

Select a story and use puppets to dramatize it with the children.

In the elementary classroom: (to be developed by the teacher)

B. Advancing Physical and Intellectual Competence (cont'd)

General Student Outcome: *The student will be able to help each child advance his/her physical and intellectual competence.*

Instructional Objective 3. The student will help with children's perceptual skill development.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify perceptual skills appropriate for kindergarten age children	1. *Perception Bingo:* The caller will call out a perceptual skill. If an activity that illustrates that skill is on your board, cover it. Horizontal, vertical, or diagonal line wins. (See p. 46.)	1. Criteria: If caller calls out "1, Tactile sense," the student would cover 1, *My Bunny Feels Soft;* or if caller says "3, Color perception," student covers 3, "Selects yellow from 4 colors," etc. Caller List: tactile perception olfactory perception taste perception touch perception auditory perception kinesthetic perception visual perception color perception similarity and difference perception
2. Analyze activities that help develop intellectual competence through perceptual skills	2. Analyze the activity listed below; and list the perceptual skills it helps to develop. Children sit in a large circle with one child in the center. Each child in the circle is given an object which is his/her symbol (e.g., an orange, a piece of sandpaper, blue ball, etc.). Child in center has a large set of cards with pictures of colors, shapes, smells, textures, tastes. One child in circle is given a ball. Child in center holds up a card (e.g., blue color) and child with ball has to roll it to another child in circle, who has a blue symbol.	2. Criteria: Student will identify: visual perception color perception

General Student Outcome: *The student will be able to help each child advance his/her physical and intellectual competence.*

Instructional Objective 3. The student will help with children's perceptual skill development.

3. Plan perceptual skill activities as follow up to a classroom activity	3. Review the film *Ducks* (MCPS F-5032) before showing it to the children. Plan and list as many activities as possible that could be done around this film that would help develop children's auditory and visual perceptual skills.	3. Criteria: Student will design at least two activities for auditory perception and for visual perception; e.g., "Close your eyes. As this part of film is running, listen to sounds." (Turn off projector). "Now tell me as many sounds as you can remember that you heard." Or stop projector at *Still.* Ask children to identify as many objects as possible in the picture that they can see; or identify colors in picture; or name colors that are missing.

PERCEPTION BINGO

1	2	3	4	5
Point out red apple.	Select all objects that have an odor.	Tell which is smaller.	"Taste and Tell" Game	Play musical colorchairs.
My Bunny Feels Soft	Listen to a melody tapped.	Tell whether sound is high or low.	Close eyes and select perfume.	Select all the rough objects.
Roast and eat pumpkin seeds.	Tell which color is missing.	Play "Feely Box."	Repeat a familiar melody.	Free
Free	Cook a simple food and eat it.	Select yellow from 4 colors.	Pump feet on swing.	Cook bacon in the room.
Play "Smell and Tell" Game.	Tell how near or far away a sound is.	Select the cantalope by tasting 3 fruits.	Play "Touch and Tell" Game.	Repeat 5 sounds just heard.

Illustrative Activities for Helping with Children's Perceptual Skill Development

In the seminar:

Demonstrate with aides the Piaget Conservation experiments (conservation of volume, conservation of mass, etc.); and discuss stages in young children's perceptual development. Use Piaget kits available through MCPS Evaluation and Selection Division, DEMAT.

Read in *Child Psychology* by Arthur Jersild (Englewood Cliffs, N. J.: Prentice-Hall) about children's perceptions and misconceptions.

Read the chapter "Guiding Perception" in *The Aide in Early Childhood Education* by Vivian Todd.

View film *The Educated Eye* (MCPS F-5167) and discuss the development of visual awareness.

Review: C. Perceptual Area in *Prereading*, MCPS Bulletin #246.

In the elementary classroom: (to be developed by the teacher)

B. Advancing Physical and Intellectual Competence (cont'd)

General Student Outcome: *The student will be able to help each child advance his/her physical and intellectual competence.*

Instructional Objective 4. The student will help children work toward recognition of words and symbols for designating numbers and number concepts.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify the developmental stages necessary in acquiring math skills	1. Place the following developmental stages of mathematical thinking in order. Write each number in the appropriate space on the left. ______ Translating understandings into mathematical models ______ Creating, constructing, and using math models ______ Discovering and relating math meanings ______ Applying math generalizations to problem solving ______ Perceiving math ideas through experiences	1. Criteria: Student will order the stages: 3 5 2 4 1
2. Identify words appropriate for helping young children to understand number concepts and numbers	2. Beside each of the three categories below, list words that could be used with children to help their beginning understanding of numbers and number concepts. Size: Shape: Position in space:	2. Criteria: Student will list at least four for each category. Size: tall, short, large, tiny, big, little Shape: square, triangle, rectangle, circle Position in space: up, down, over, under, beside, beneath, above, around, first, second, third, fourth, fifth
3. Design appropriate classroom math activities for the acquisition of numbers and number concepts	3. You have been given an envelope of many shapes (squares, rectangles, triangles, circles, trapezoids, etc.). There are at least 3 of each shape. Design as many activities as you can for using these shapes with children.	3. Criteria: Student will design at least 3 activities. Examples:

B. Advancing Physical and Intellectual Competence (cont'd)

General Student Outcome: *The student will be able to help each child advance his/her physical and intellectual competence.*

Instructional Objective 4. The student will help children work toward recognition of words and symbols for designating numbers and number concepts.

- *What's Missing?*

Lay out approximately 6 shapes. Let children identify the shapes. Have children close eyes. Remove one or more shapes, and have children guess which shapes are missing.

- *Matching:*

Make outlines for the shapes out of paper or cardboard. Mix up inserts and shapes, and let children match them.

- *Create-a-Picture:*

Give each child an envelop filled with many shapes of different sizes and colors. Let them create pictures by arranging and then pasting the shapes.

- *Over-Under:*

Give each child a set of shapes to spread out on the table in front of him/her. Then give instructions to each child: "Put the triangle beside the square," "Put the square over the triangle," etc.

- *Shape Bingo:*

1	2	3	4	5
▲	●	▬	▲	■
●	▲	●	●	▬
■	▬	▲	■	▲
●	●	■	▬	●
▲	■	▬	▲	▲

Illustrative Activities for Helping Children Work Toward Recognition of Words and Symbols for Designating Numbers and Number Concepts

In the seminar:

Review the Introduction, pp. 1-7, in MCPS *Elementary Mathematics Course of Study* Bulletin No. 186. (Especially B. Levels of Mathematical Thinking)

Have MCPS Area math teacher specialist show slides and activities on "Hands On Math" for young children.

Read the chapter "Encouraging Command of Space and Quantity" in *The Aide in Early Childhood Education.*

Read from Sample Developmental Units, the section related to math in *Caring for Children.*

Review section on "Kindergarten " in MCPS *Elementary Mathematics Course of Study,* Bulletin No. 186.

Discuss concept of *readiness.*

Review activities in Level I in MCPS *Mathematics Activities for Primary Grades,* Bulletin No. 211.

C. BUILDING POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

General student outcome: *The student will be able to help build a child's positive self-concept and individual strength.*

This section will enable the student to:

1. Relate the characteristics and needs of young children to ways of building a child's positive self-concept and individual strength
2. Understand ways to build a child's positive self-concept and individual strength through learning activities
3. Understand ways to build a child's positive self-concept and individual strength through verbal guidance

C. Building Positive Self-Concept and Individual Strength

General Student Outcome: *The student will be able to help build a child's positive self-concept and individual strength.*

Instructional Objective 1. The student will relate the characteristics and needs of young children to ways of building a child's positive self-concept and individual strength.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify characteristics of a kindergarten-age child	1. Observe a kindergarten-age child at play, and record the child's actions and his behavior. List at least six characteristics of the child observed. a) __________ b) __________ c) __________ d) __________ e) __________ f)__________	1. Criteria: Student will list at least six of the following: *Characteristics of Kindergarten Children* a) Tries to imitate others b) Asks to do things without help from adults c) Is learning to climb, balance, run, push, pull, throw, and catch d) Offers to help e) Asks questions f) Makes choices and decisions g) Uses new words h) Expresses opinions i) Asks to hear stories j) Is beginning to understand time k) Expresses frustrations and dissatisfactions verbally and physically l) Expresses happiness m) Handles most self-dressing alone

C. Building Positive Self-Concept and Individual Strength (cont'd)

General Student Outcome: *The student will be able to help build a child's positive self-concept and individual strength.*

Instructional Objective 1. The student will relate the characteristics and needs of young children to ways of building a child's positive self-concept and individual strength.

		n) Can handle many tools and equipment o) Is learning to share, take turns p) Is learning to listen, follow directions q) Is learning to understand others' feelings r) Is learning to understand differences in abilities s) Is learning limitations and rules
2. Apply knowledge learned about the characteristics of kindergarten children to classroom situations	2. Support the following situation with at least four characteristics of kindergarten children of which the teacher had to be aware in order to deal with the situation. The teacher has begun to read the story Anthony requested for story time. As the teacher is reading, Anthony begins asking questions about the story and telling some of his ideas and experiences that related to the story being read. The teacher says: "Anthony, your ideas are interesting and I like to talk with you. But the children want to hear the rest of the story. Tell me at the end of the book what you want to say. I can listen to you then."	2. Criteria: Student will list at least four of the following: e, h, i, p, r of the list above.

C. Building Positive Self-Concept and Individual Strength (cont'd)

General Student Outcome: *The student will be able to help build a child's positive self-concept and individual strength.*

Instructional Objective 1. The student will relate the characteristics and needs of young children to ways of building a child's positive self-concept and individual strength.

3. Design an activity that provides for a child's positive self-growth with regard to four basic characteristics of kindergarten children	3. Divide class into small groups. With a checklist of characteristics, each group evaluates two toys or instructional materials, deciding whether the item considers the characteristics of kindergarten children and in what ways it promotes a child's positive self-concept.	3. Criteria: Student will describe at least 4 characteristics listed in #1 criterion and will describe two ways each material promotes child's positive self-concept and individual strength.

Illustrative Activities for Relating Characteristics and Needs of Young Children to Ways of Building Self-Concept and Individual Strength

In the seminar:

Read "The Child" in MCPS *Prereading.*

Read "Characteristics of the Elementary School Child . . . The Five-Year-Old" in the *Student Aide Handbook,* p. 3.

See film *A Young Child Is . . .* (MCPS F-5867).

See film *Role Enactment in Children's Play* (MCPS F-6346).

Invite mothers of former kindergarten children to talk about the characteristics of their children.

Examine some photographs of five-year-old children. Identify some of the needs the children might be expressing, their activity, their behavior, what they might be thinking or feeling, and other characteristics.

In the elementary classroom:

Design a bulletin board that features each child in the kindergarten and special things that each child likes.

Suggestions for Building Positive Self-Concept and Individual Strength Through Learning Activities

1. Plan a variety of learning activities from which children can make selections.
2. Help children know what they are able to do and not able to do, and make provision for many things that they *are* able to do.
3. Provide children opportunities for self-discovery of their abilities through experimentation with a variety of materials and equipment.
4. Help each child accomplish something positive and worthwhile each day.
5. Provide periods when children can help each other.
6. Integrate all children in the group so that each feels that he/she has a place.
7. Provide opportunities for children to express their own opinions.
8. Prepare activities which are purposeful, reasonable in length of time, and geared to the level and interest of the child.
9. Plan activities so that materials and methods offer a challenge to children, yet are not frustrating.
10. Have a variety of activities available on different achievement levels.
11. Do not place pressure on a child to perform at a level higher than his/her ability.
12. Maintain high but realistic standards for children.

C. Building Positive Self-Concept and Individual Strength (cont'd)

General Student Outcome: *The student will be able to help build a child's positive self-concept and individual strength.*

Instructional Objective 2. The student will understand ways to build a child's positive self-concept and individual strength through learning activities.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify situations in which a child's self-concept could be positively strengthened through learning activities	1. After reading "Suggestions for Building a Child's Positive Self-Concept and Individual Strength Through Learning Activities" (p. 55), place the number of the suggestion(s) beside the situation it might help. Add other suggestions you may have.	1. Criteria: Student will mark: 2, 8, 10, 11
	a) Sarah has difficulty beginning new projects and activities. She doesn't seem to dare to try new things. She's afraid of the unknown and is afraid to take risks.	a) Conceal new concepts in old familiar ones. Instead of emphasizing activities as new, show how they are familiar and similar to things done before. Ease child's fear of unknown things by explaining what is coming next. 1, 2, 3, 4, 8, 9, 10
	b) Sally grasps new ideas easily and is always eager for new experiences.	b) Be prepared with extra questions and other extending activities for Sally for each project.
2. Evaluate a situation in which a learning activity was used to help build a child's positive self-concept and individual strength	2. Read the following situation and explain why you feel the situation did or did not strengthen the child's self-image or individual strength. Mark continually walks out of the learning environment when a skill or concept is being taught. The teacher tries to vary the learning environment by sometimes using the easels, the housekeeping corner, a table, the floor, the sand box, etc. The teacher knows that	2. Criteria: Student will write at least two of the following: Teacher provided an opportunity for Mark to discover his abilities through experimentation with more than one kind of material or one learning setting.

C. Building Positive Self-Concept and Individual Strength (cont'd)

General Student Outcome: *The student will be able to help build a child's positive self-concept and individual strength.*

Instructional Objective 2. The student will understand ways to build a child's positive self-concept and individual strength through learning activities.

	Mark doesn't like counting with colored discs but that Mark loves grapes; so sometimes they count grapes. Mark doesn't seem interested in telling colors on cards but loves to paint, so the teacher does some color lessons with paints.	Teacher was helping to involve Mark with the group by encouraging the use of different interest centers. Teacher encouraged activities that were purposeful, reasonable, and geared to the interest level of the child.
3. Design an activity through which a child's self-concept or individual strength could be built	3. Using one of the suggestions from the list for building a child's self-concept through a learning activity, design a learning activity; e.g., #5. Provide periods when children can help each other.	3. Criteria: Student might design a Classroom Helpers Chart which would include such duties as: • greeting visitors • getting snack • cleaning up • taking messages to office • passing out papers • serving as fire drill captain or line leader, etc.

Illustrative Activities for Building Positive Self-Concept and Individual Strength Through Learning Activities

In the seminar:

Read "The Affective Area" in MCPS Bulletin No. 246 *Prereading*.

Read "Suggestions for Building a Child's Positive Self-Concept and Individual Strength Through Learning Activities," p. 55.

In the elementary classroom:

Design several learning games or other activities that would build a child's self-image.

Begin a "kindergartener(s) of the week" activity. Each week a child is featured during opening exercises. Child brings in self photograph, and things about the child are written on large chart paper. Child takes paper home at end of the week. (Carefully check the number of weeks available for this activity; divide the names of the children among the weeks, making certain *each* child has one turn.)

Suggestions for Building Positive Self-Concept and Individual Strength Through Verbal Guidance

1. Praise or encourage the child who is trying to do the right thing. Reward a child's successes.
2. Begin by finding something right in the child's work, then guide the child toward correcting any problems.
3. Help a child through crying spells or other adjustment difficulties at the beginning of the year.
4. Persist through a child's protests, hostility, or indifference by remaining calm and helping the child to see alternatives and possibilities.
5. Expect the best of a child. Help the child's own image development by being patient and sympathetic and by treating the child with dignity.
6. Don't embarrass children in front of their peers. Show a definite and sincere liking for each child.
7. Help children see themselves as valued and participating members of the class.
8. Help direct the children to see ways in which they can help themselves.

C. Building Positive Self-Concept and Individual Strength (cont'd)

General Student Outcome: *The student will be able to help build a child's positive self-concept and individual strength.*

Instructional Objective 3. The student will understand ways to build a child's positive self-concept and individual strength through verbal guidance.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify situations in which a child's self-concept could be positively strengthened through verbal guidance	1. After reading "Suggestions for Building a Child's Positive Self-Concept and Individual Strength Through Verbal Guidance," p. 58, place the number of the suggestion that might help each of the following situations: ____ a) Jimmy is whining and complaining, as usual, that he wants to be the first in line. ____ b) It's Amy's second day in class. During choosing time, she has chosen the puzzle table and has spent her time sitting there and putting several puzzles together. ____ c) After several weeks in school, Kurt still comes up to you and says, "Teacher, teacher, button my smock" while you're busy with other projects.	1. Criteria: Student will mark: 4 a) 1 b) 8 c)
2. Evaluate a situation in which verbal guidance either helped or did not help to build the child's positive self-image	2. Read the following situation and explain why you feel the teacher did or did not preserve the child's self-image while giving the child verbal guidance. Jean exhibits attention-getting behavior by repeatedly interrupting others; talking on top of them, or interrupting by pushing, tugging, or requesting excessive amounts of help. The teacher says, "Jean, you're taking Mark's turn. You're trying to get us to look at you while we're listening to Mark's story. It isn't your turn now. It'll be your turn in a few minutes." Mark finishes. "Jean, *now* it's your turn."	2. Criteria: Student will evaluate situation as helping in building a child's self-image because: a) The teacher told the child factually what she was doing without blaming or shaming the child (e.g., "You're a big girl and should know better.") b) In order to educate the child, the teacher explained the process of taking turns. c) The teacher followed through on the promise to let her have a turn.

C. Building Positive Self-Concept and Individual Strength (cont'd)

General Student Outcome: *The student will be able to help build a child's positive self-concept and individual strength.*

Instructional Objective 3. The student will understand ways to build a child's positive self-concept and individual strength through verbal guidance.

3. Design activities for children that strengthen their positive self-image through verbal interaction	3. Jason is a child who submits passively to doing activities as told without any enthusiasm. Design a few activities which might help Jason to become more positively involved in classroom work.	3. Criteria: Student might suggest such activities: a) Design an activity or unit around one of Jason's strongest interests; e.g., dinosaurs. To initiate the unit, let him report to class on some of the dinosaurs. b) Have class work on a dinosaur museum. (Dinosaurs could be made from clay, empty cereal boxes and other boxes, etc.) Let Jason be curator of museum, to guide tours for groups who visit the museum.

Illustrative Activities for Building Positive Self-Concept and Individual Strength Through Verbal Guidance

In the seminar:

Read "Suggestions for Building a Child's Positive Self-Concept and Individual Strength Through Verbal Guidance," p. 58.

Examine some of the recent or prominent self-concept evaluation instruments and discuss the elements of these instruments that indicate a high self-concept.

In the elementary classroom: **(to be developed by the teacher)**

D. . . . SUSTAINING THE POSITIVE FUNCTIONING OF CHILDREN IN A GROUP LEARNING ENVIRONMENT

General Student Outcome No. 1: *Establishing limits, rules, and regulations appropriate for young children*

This section will enable the student to:

a) Understand the basic emotional needs of children

b) Understand factors which influence children's behavior

c) Identify ways in which children learn behavior

d) Establish appropriate limits for young children in classroom situations

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment

General Student Outcome No. 1: *The student will be able to determine the process for establishing limits, rules, and regulations appropriate for young children.*

Instructional Objective a): The student will understand the basic emotional needs of children.

<table>
<tr><th>Illustrative Performance Objective</th><th>Illustrative Assessment Measure</th><th>Criteria for Assessment Measure</th></tr>
<tr><td>The student aide will:</td><td></td><td></td></tr>
<tr><td>1. Identify the basic emotional needs a child is displaying in illustrated situations</td><td>1. Set the timer for 2 minutes. Read the Situation card, and place the appropriate Emotional Needs cards with the Situation card before the timer rings:<table><tr><th>Situation Card</th></tr><tr><td>Jason is a new child in the kindergarten. He spends his first day standing close to the teacher, clinging to her from time to time, and asking many questions.</td></tr></table></td><td>1. Needed are a set of Situation cards, set of Emotional Needs cards, and a kitchen timer.
Emotional Needs of Children:
a) Security
b) Belonging
c) Recognition
d) Affection
e) New Experiences
Criteria: Student will match a) and b) with this Situation Card.</td></tr>
<tr><td>2. Describe behaviors children might exhibit in expressing each one of the emotional needs</td><td>2. Describe children's behavior which might be identified with each emotional need.<table><tr><th>Emotional Need</th><th>Behaviors Exhibited by Children</th></tr><tr><td>Security</td><td></td></tr><tr><td>Belonging</td><td></td></tr><tr><td>Recognition</td><td></td></tr><tr><td>Affection</td><td></td></tr><tr><td>New Experiences</td><td></td></tr></table></td><td>2. Criteria: Student will describe at least 2 behaviors for each emotional need; e.g.,
Security: Asks repeated questions about a task to be done. Runs to teacher when approached by a strange person in room.</td></tr>
</table>

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 1: *The student will be able to determine the process for establishing limits, rules, and regulations appropriate for young children.*

Instructional Objective a): The student will understand the basic emotional needs of children.

---

3. Formulate classroom limits or rules that are appropriate to the emotional needs of young children

3. View each slide,* and write down which emotional needs of children should be considered in the situation and what limits you would establish for the children:

Slide	Emotional Needs to Consider	What Limits Would You Set for the Child?
D20		
D 5		
D10		

3. Criteria: Student will approximate the following formulations:

D20
Security
New Experience

"When you climb high, hold on tight."

"There's really room for only 3 children in that high space."

D5
Security
New Experience

"You need to wear a smock while you're painting so that paint doesn't get on your sweater."

"Let's place your wood on a flat surface so that it doesn't fall on the floor."

D10
Belonging

"I know you want to play with us, but you'll have to share the toys."

---

*(Slides are from the kit "Early Childhood: Training Program for Teachers, Aides, Parents and Volunteers," D.C. Heath and Co.

Illustrative Activities for Recognizing Basic Emotional Needs of Children

In the seminar:

Read "Understanding Behavior " in the chapter "Learning About Behavior " in *Caring for Children*.

See film *Ego Development: The Core of a Healthy Personality* (MCPS F-6535).

See film *Me, too?* (MCPS F-4849). Stop film at the end of each episode and discuss children's needs to belong and to have recognition and affection.

Ask the elementary school counselor or area pupil personnel worker to speak about the emotional needs of children and their implications for a classroom.

See filmstrip "The Development of Feelings in Children" (*Parents'* Magazine, 1973, available through MCPS Evaluation and Selection).

In the elementary classroom: (to be developed by the teacher)

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment

General Student Outcome No. 1: *The student will be able to determine the procedures for establishing limits, rules, and regulations with children.*

Instructional Objective b): The student will understand factors which influence children's behavior.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Classify into two categories factors which influence children's behavior	1. In the following list, mark an "E" beside the factor which is an external force (caused by people or the environment) and an "I" beside the factor which is an internal force (goes on inside the child): ______ a) The child is tired. ______ b) The child is ill. ______ c) The child is afraid of something or someone in the room. ______ d) There are too many toys available in the room. ______ e) The child does not trust adults. ______ f) The child lacks self-confidence. ______ g) The room arrangement is too cluttered or too open. ______ h) The child is jealous of other children or adults. ______ i) There are too few toys or activities available in the room. ______ j) The program has too many quiet activities. ______ k) The classroom routine is changed everyday. ______ l) There are not enough limits set in the room. ______ m) The child feels guilty about actions.	1. Criteria: E a) E b) I c) E d) I e) I f) E g) I h) E i) E j) E k) E l) I m) E n) I o) I p) E q) E r) I s) E t) I u)

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment

General Student Outcome No. 1: *The student will be able to determine the procedures for establishing limits, rules, and regulations with children.*

Instructional Objective b): The student will understand factors which influence children's behavior.

	______ n) There are too many limits set in the room. ______ o) The child is seeking attention. ______ p) The child is seeking power. ______ q) The adults in the room are inconsistent in enforcing limits and rules. ______ r) The child is bored — activities are below child's level. ______ s) The child is seeking revenge. ______ t) The child is frustrated — activities are beyond child's capabilities. ______ u) The child thinks of himself as dumb and lacking ability.	
2. Analyze situations involving children for the possible causes of the children's behavior	2. See situation #6 in the film *Guiding Behavior* (MCPS F-5721). Analyze why the children are behaving as they are.	2. Criteria: Student will describe at least two of the following: a) They are already very familiar with *Caps for Sale*. b) The second book was too difficult to understand. c) The children had already been sitting for too long a time. d) The second book was too long. e) The children were too far from the teacher to see well.

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment

General Student Outcome Co. 1: *The student will be able to determine the procedures for establishing limits, rules, and regulations with children.*

Instructional Objective b): The student will understand factors which influence children's behavior.

3. Predict two behaviors which might be attributed to each cause	3. Here are three causes of misbehavior. Predict two behaviors which might be exhibited for each cause: a) The child is hungry. b) The child feels guilty. c) The child lacks self-confidence.	3. Criteria: Students could write such behaviors as: a) Child sits in chair and does not participate in activities. Child goes from one activity to another without finishing any. b) Child blames someone else for his mistakes. Child runs away from teacher when teacher calls. c) Child continually criticizes other children's work. Child refuses to try any activities.

Illustrative Activities for Recognizing Factors Which Influence Children's Behavior

In the seminar:

Read "What Influences Behavior" in the chapter "Learning About Behavior" in *Caring for Children.*

Read the children's story *The Quarreling Book* by Charlotte Zolotow. Prepare questions or follow-up activities to the story which might offer young children insights into some of their feelings.

See film *Emotional Development: Aggression* (MCPS F-6541).

See film *What If?* (MCPS F-4847). Stop after each of the four episodes to discuss what might have caused the children's behavior.

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 1: *The student will be able to determine the process for establishing limits, rules, and regulations in the classroom.*

Instructional Objective c): The student will identify ways in which children learn behavior.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify three ways in which children learn behavior	1. See the first sequence (approximately 3 min.) of the film *Child's Play and the Real World* (MCPS F-6536). Put a mark beside the way in which children are learning in this sequence. _____a) Reinforcement _____b) Imitation/Identification _____c) Insight	1. Criteria: Student will mark: _____a) Reinforcement __X__b) Imitation/Identification _____c) Insight
	"Responsibility is caught not taught." The saying indicates children learn some behavior by: _____a) Reinforcement _____b) Insight _____c) Imitation/Identification	Criteria: Student will mark: _____a) Reinforcement _____b) Insight __X__c) Imitation/Identification
2. Apply to a particular situation involving children the principles of ways children learn behavior	2. The aide wants to help a child learn to return the blocks to the shelves in the block center. Put a mark beside the method (or methods) which would be effective in achieving this: _____a) The aide explains to the child that putting the blocks away on the shelves makes the area safer and neater and enables others to find the blocks when they need them. _____b) The aide enters the block center at clean-up time when the child is working in the center. The aide begins placing the blocks on the shelves as the child watches. _____c) The child is putting the blocks on the shelves at clean-up time, and the aide says, "Thank you for putting away the blocks and for helping to keep the room neat and safe."	2. Criteria: The student will put a mark beside a), b), and c).

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 1: *The student will be able to determine the process for establishing limits, rules, and regulations in the classroom.*

Instructional Objective c): The student will identify ways in which children learn behavior.

3. Analyze a situation in terms of its effectiveness for helping a child learn behavior	3. See situation #4 in the film *Guiding Behavior* (MCPS F-5721). Examine the situation and draw out at least one principle which would explain why the child's behavior did not change.	3. Criteria: Student might write: a) The teacher's behavior was not imitative, reinforcing, nor insightful. b) When trying to help a child learn a behavior, it is important that the teacher's behavior shows (or tells) the child what is appropriate.

Illustrative Activities for Identifying Ways Children Learn Behavior

In the seminar:

Read "Ways Children Learn Behavior" in the chapter "Guiding Children's Behavior" in *Caring for Children.*

Tape record or watch and record several children's T.V. commercials or shows (e.g., *Electric Company, Sesame Street).* Discuss the ways children might be learning certain kinds of behaviors from these programs.

Watch the film *Child Watchers* (MCPS F-4832) or *A Young Child Is* (MCPS F-5867). Record and discuss situations in which a child is learning behavior by imitation/identification, reinforcement, or insight.

Visit a classroom, day care center, or recreation program and record any ways in which teachers or assistants are employing imitation/identification, reinforcement, or insight.

Description of Situation Observed	Method of Learning Behavior

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 1: *The student will be able to determine the process for establishing limits, rules, and regulations in the classroom.*

Instructional Objective d): The student will establish appropriate limits for young children in classroom situations.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Select appropriate limits and rules for classroom situations	1. See slide 6C (from the kit "Early Childhood: Training Program for Parents, Teachers Aides and Volunteers") of young children working and playing in a center in the classroom. Select from the following list those limits and rules which would be most appropriate for children using this center. a) The child will wear a smock when painting. b) The child will mix up new paint for the paint cans when they become empty. c) The child will put finished painting in the drying area. d) The child will sponge off his/her section of the easel when finished painting. e) There will be no talking at the easels so that children who are working will not be disturbed. f) The child will hang up his/her smock when finished. g) Each child will paint for five minutes in order to allow an opportunity for all children to paint. h) The child will wipe the brush off on the edge of the can to prevent excess paint from dripping down the paper.	1. Criteria: The student will select rule a), c), d), f), and h) based on knowledge of the following criteria for Establishing Limits for Children: a) The limit is necessary. b) The limit contributes to the child's safety and well-being. c) The limit is needed for the safety and well-being of others. d) The limit allows children to continue to experiment and to learn through exploration. e) The limit is for the child's benefit and not merely for the convenience of adults. f) The limit can be enforced. g) The limit is useful considering the child's age and stage of development. h) The limit can be explained to the child. i) The child can help set the limit.

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 1: *The student will be able to determine the process for establishing limits, rules, and regulations in the classroom.*

Instructional Objective d): The student will establish appropriate limits for young children in classroom situations.

<table>
<tr>
<td>2. Analyze a set of classroom limits and rules in terms of the criteria for establishing limits for children</td>
<td>2. See slide A-7. In the chart below, discuss the appropriateness or inappropriateness of the rule and the ways in which each limit which has been set for this center fulfills the criteria for establishing limits.
<table>
<tr><th>Limit or rule</th><th>Analysis of Limit</th></tr>
<tr><td>a) Hang up dress-up clothing after using it.</td><td>a)</td></tr>
<tr><td>b) Only one small container may be brought into the house-keeping center for use in play.</td><td>b)</td></tr>
<tr><td>c) The furniture in the house-keeping center may not be moved around.</td><td>c)</td></tr>
<tr><td>d) Kitchen utensils should be returned to appropriate drawers and shelves when finished.</td><td>d)</td></tr>
</table>
</td>
<td>2. Criteria:
a) Appropriate: Student will include at least a), c), d), f), g), and h) of the above list in the discussion.
b) Appropriate: Student will include at least a), b), c), d), g), h), and i) in the discussion.
c) Inappropriate: Student will include at least a), d), e), and g) in the discussion.
d) Appropriate: Student will include at least a), c), d), f), g), and h) in the discussion.</td>
</tr>
<tr>
<td>3. Formulate a set of classroom limits or rules for use in the kindergarten block center</td>
<td>3. See slide A-8 in the kit "Early Childhood: Training Program for Teachers, Aides, Parents and Volunteers." Formulate at least four limits appropriate for the children using this center.</td>
<td>3. Criteria: Each limit should fit at least 7 of the 9 criteria above.</td>
</tr>
</table>

Illustrative Activities for Establishing Appropriate Limits for Children in Classroom Situations

In the seminar:

Read "Directions and Limits" in the "Discipline" chapter in *Caring for Children.*

Show slides B-18, A-10, A-15, A-19, A-3, and A-11 from the kit "Early Childhood: A Training Program for Teachers, Aides, Parents and Volunteers," D. C. Heath Co. Discuss the limits a teacher might establish for each center shown in the slides.

Invite a kindergarten teacher to explain techniques used during the first week of school to formulate limits with young children.

Read "Safety Routines" and "Playground Aide" in *The Aide in Early Childhood Education.*

Visit a kindergarten classroom. Using an observation sheet, record the limits for each learning center that are either verbalized by the teacher or the children or that are obviously being followed by the children.

Limit **Observation Rules and Regulations in the Classroom**

Name: ______________________________

Date: ________________

Center	**Verbalized by Teacher or Children**	**Followed by Children**
Art		
Block		
House		
Quiet Games		
Science		
Music		
Math		
Library or Reading		
Woodworking		
Sand and Water Table		

D . . . SUSTAINING THE POSITIVE FUNCTIONING OF CHILDREN IN A GROUP LEARNING ENVIRONMENT

General Student Outcome No. 2: *Solving situations in which the children's behavior goes beyond the limits set in the classroom*

This section will enable the student to:

a) Understand ways to promote responsible behavior in children through verbal guidance

b) Understand situations involving children's misbehavior

c) Understand some potential causes of children's misbehavior

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 2: *The student will be able to solve situations in which children's behavior goes beyond limits set in the classroom.*

Instructional Objective a): The student will understand ways to promote responsible behavior in children through verbal guidance.

Illustrative Performance Objective	**Illustrative Assessment Measure**	**Criteria for Assessment Measure**
The student aide will: 1. Match the appropriate guideline of verbal communication to a situation illustrated	1. Match the verbal communication (teacher's or aide's) with the principle it implements. a) "It's Dan's turn with the truck now. You may use it when he's finished. Let's go play with the truck puzzle until he's finished." b) "This sink is pretty small for four children. Let's fix another pan of water over on that table so that Mary and Jason can work there." c) "Keep the blocks over in this part of the room. Blocks should be placed on the floor or on the shelves. This wheelbarrow will help you move the blocks back where they belong." d) "Sand is not for throwing. I can't let you throw sand because it hurts people's eyes. If you feel like throwing something, you can throw a ball or a beanbag. In the sandbox, you (1) Use a tone which is soft, matter-of-fact, firm, kind, and consistent. (2) Use vocabulary that the child will understand. (3) Use your voice to establish taking turns and redirecting children to different activities. (4) Clarify situations of choice to the child. (5) Redirect a child from inappropriate behavior or from situations that could result in inappropriate behavior to an acceptable activity. (6) State directions and commands to a child so that they tell the child what he or she should be doing. (7) Speak directly to a child at his/her eye level.	1. Criteria: Student will match a) with (3); b) with (5); c) with (6); and d) with (8).

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 2: *The student will be able to solve situations in which children's behavior goes beyond limits set in the classroom.*

Instructional Objective a): The student will understand ways to promote responsible behavior in children through verbal guidance.

---

work with the sand down inside the box."

(8) Stop the child's hitting, biting, kicking, or throwing immediately while letting child know you understand his/her feelings; speaking of the consequences of the behavior; and showing the child in what appropriate places he/she may hit, kick, or throw.

2. Compose two verbal communications for each principle of guiding behavior

2. Look at the chart headings below. Write two verbal communications under each heading that would help a child understand the need to:

Take turns.	Change to another activity.	Stop dangerous behavior.

2. Criteria: Student will list such statements as:

Take Turns

1. "Benjamin, it's Susan's turn to ride the bicycle now. You may ride it when she's finished."

"Two people can play with this large moving van, Ken. It needs one person to drive and one person to load all the furniture."

2. "In just a few minutes, it'll be time to clean up and get ready to go outdoors."

"I know you don't want to stop your work now and have a story. It's very hard to stop something and begin something else. But that's what we must do now. You may play with the beads again tomorrow."

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 2: *The student will be able to solve situations in which children's behavior goes beyond limits set in the classroom.*

Instructional Objective a): The student will understand ways to promote responsible behavior in children through verbal guidance.

		3. "Water on the floor is too slippery. Here's a mop. See whether you can mop up all the water over there. I'll sponge up some water over here. "Please don't climb on the tables. Your feet belong on the floor. The tables will tip over if you jump on them. Here, I'll help you jump down."
3. Justify a statement with principles of guiding behavior through verbal communications with children	3. Here is a statement: The goal of guiding behavior through skilled ways of talking to children is designed to teach young children how to discipline themselves and help them to understand their own feelings and the feelings of others. Using principles No. 3, 5, and 8 from No. 1 assessment, support or refute how they justify this statement.	3. Criteria: The student will: #3. Support the statement because it teaches the child to discipline him/herself. #5. Support the statement because it shows the child what is acceptable and thus allows child to be self-disciplined. #8. Support the statement because it allows child to understand feelings and at the same time to become self-disciplined.

Illustrative Activities for Promoting Responsible Behavior Through Verbal Guidance

In the seminar:

Read "Talking with Children: What To Say, How To Say It" in Galambos' *A Guide To Discipline.*

Following observation at the elementary school, report on several short incidents that illustrate a child's behavior. Discuss what could have been said to the child to change the behavior.

Read "Ways with Children" in the *Student Aide Handbook,* p. 5.

See slides *Focus on Discipline,* prepared by Jean Quill for the Early Childhood Filmstrip Series, D. C. Heath and Co.

Tape record the verbal communications of children in a kindergarten classroom. Stop the tape recorder at points following each child's verbalization, and ask students to give responses that would be appropriate to the child's behavior.

See filmstrip/record "When Children Disobey" in the kit *Everyday Problems of Young Children* (*Parents'* Magazine).

Read "Learn to Communicate with Children" in the chapter "Promoting Responsible Behavior," *Caring for Children.*

Using pictures taken in aide's classrooms, design a slide program about handling situations involving children. Make a tape to accompany slides. Program could be shown to new aides.

In pairs of students, create a short verbal exchange between an aide and a child. Record it on tape. Play for other pairs of students and have them evaluate how the situation was handled.

In the elementary classroom: (to be developed by the teacher)

D. . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 2: *The student will be able to solve situations in which the children's behavior goes beyond limits set in the classroom.*

Instructional Objective b): The student will understand situations involving children's misbehavior.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify appropriate techniques for handling children's behavior, selecting the technique on the basis of a possible cause of that behavior	1. Put a "C" beside each situation description in which the teacher's response was related to the likely cause of the behavior. a) Eddie was working on a puzzle at the puzzle table. Then he dumped the puzzle on the floor. The teacher said, "Here, let's pick up the pieces and study their shapes. Maybe we can figure out how the pieces fit together." b) Sally scribbled on Terry's picture. An aide came over and drew all over Sally's picture and said, "See how you like it when someone draws on *your* picture!" c) Bobby and Timmy were writing their names on their papers at the table. When Bobby finished his name and looked over at Timmy's paper, Bobby called out, "You don't even know how to write your name!" The teacher said, "I know you can already write your name, Bobby. And Timmy is learning how to write his name." Then, in a private moment with Timmy, give him additional warm encouragement.	1. Criteria: Student will put a "C" by a) and c).
2. Match techniques for handling children's behavior with the teacher's response	2. Match the situation with the technique(s) the teacher used. a) Two children run around the room knocking into people and things. The teacher stops the two children, puts an arm around each of them, and says, "No more running now. Come over here and climb on the jungle gym." *Techniques* (1) Reward desirable behavior. (2) Show child acceptable alternatives. (3) Remove temptations. (4) Remove frustrations. (5) Help child in transition from one activity to another.	2. Criteria: Student will match a) with (8) and b) with (6) and (2).

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 2: *The student will be able to solve situations in which the children's behavior goes beyond limits set in the classroom.*

Instructional Objective b): The student will understand situations involving children's misbehavior.

	(6) Tell child the consequences of the child's behavior. (7) Boost interest in an activity by adding something new or by showing child how to do activity another way. (8) Channel over-energetic behavior through other activities; e.g., dance, physical education, creative activities of art, music. b) A child was knocking down the buildings of other children in the block center. The teacher said, "I know you want to play with the blocks, but you make the children mad when you knock the blocks over. Here, let's pick the blocks up and help rebuild the tower. And then you can build something of your own. Would you like to have me watch you build?"	
3. Analyze a situation involving young children and state the principles used for handling the behavior	3. Examine the following situation: A child is drawing on the table with some colored chalk. The teacher says, "I know you want to use the chalk. But the chalk makes the table dirty, and you mustn't use it on the table. I know you're angry with me. You may use the chalk either on this paper or on the blackboard." List the principles which would explain why the teacher responded in this manner.	3. Criteria: The student will list the following principles: a) Put the child's desires into words for the child. b) State the rule or limits and the consequences of the child's action. c) Help the child express any unhappy feelings about the situation. d) Tell the child how to fulfill the desire in part or in full.

Illustrative Activities for Understanding Situations Involving Children's Misbehavior

In the seminar:

See filmstrip "Controlling Classroom Misbehavior" (MCPS EML Kit 371.102 CON)

Read "Handling Children's Aggressions" in *Student Aide Handbook*, pp. 6-7.

Invite several kindergarten teachers to discuss ways in which they handle children's behavior.

See filmstrip/record "When Children Are Aggressive" in Kit *Everyday Problems of Young Children*.

Design a puppet show which depicts typical classroom behavior situations in a way that will help children see their own behavior and possible ways to improve it.

In the elementary classroom: (to be completed by the teacher)

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 2: *The student will be able to solve situations in which children's behavior goes beyond the limits set in the classroom.*

Instructional Objective c): The student will understand some potential causes of children's misbehavior.

Illustrative Performance Objective	**Illustrative Assessment Measure**	**Criteria for Assessment Measure**
The student aide will:		
1. Match the rule(s) that was or was not implemented with the situation	1. As you see each situation in the film *Guiding Behavior* (MCPS F-5721), record the number(s) of the "Suggestions for Preventing Misbehavior" that were or were not implemented by the situation. a) Situation #1. Walk in the community around the school b) Situation #2. Argument over a toy c) Situation #6. Reading a story	1. Criteria: Student will record: 18 a) 5 b) 15 c)
2. Analyze the "Suggestions for Preventing Misbehavior" for their underlying principles regarding young children	2. Consider Suggestion #12: #12. During snack-time, have something of interest to share and discuss with the children to guide language development. List at least three principles regarding the development of language in young children while guiding their behavior.	2. Criteria: Student will list at least three: a) Children need opportunities to be expressive and to use language. b) Children are fascinated by silly, repetitive language. c) Children enjoy talking to friends and being the center of interest in a group. d) Children have limited backgrounds from which to draw topics of conversation over long periods, and they occasionally need new ideas for snack time.

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 2: *The student will be able to solve situations in which children's behavior goes beyond the limits set in the classroom.*

Instructional Objective c): The student will understand some potential causes of children's misbehavior.

3. Design activities for or other ways of implementing the "Suggestions for Preventing Misbehavior"	3. Consider Suggestion #4: #4. You have just finished reading a story to the children in a far corner of the room. The children are all seated on the floor in front of you. You have to get the children from there to the tables for snack. Design at least three ways to do this.	3. Criteria: Student will list three examples like: a) "If you're wearing something fuzzy, you may walk over to the snack table and sit down. If you're wearing something shiny, you may go to the snack table," etc. b) "If your first name begins with the letter B, you may walk on your tiptoes to the table. If your first name begins with H, you may hop on one foot to the table," etc. c) "If your name rhymes with *berry*, you may walk to the table and sit down. If your name rhymes with *hat*, you may walk to the table," etc. d) "If you have blue eyes, move to the table with three parts of your body touching the floor. If you have brown hair, move to the table with four parts of your body on the floor," etc.

Illustrative Activities To Understand Potential Causes of Misbehavior

In the seminar:

Read the paper entitled "Suggestions for Preventing Misbehavior in the Classroom." (See below.)

Film various classroom situations involving young children. Include some episodes in which misbehavior is prevented and some episodes in which it is not. Show film in class and discuss.

Read "Remove the Causes of Misbehavior" in the chapter "Promoting Responsible Behavior," *Caring for Children.*

Play game PREVENT with small groups of students, p. 85.

View film *Guiding Behavior,* (MCPS F 5721).

In the elementary classroom: (to be completed by the teacher)

Suggestions for Preventing Misbehavior in the Classroom

1. Do not permit learning centers to become overcrowded. Redirect extra children to other activities before play deteriorates.
2. Occupy children with a quiet song, fingerplay, or game as they wait for a length of time in a line or in a group.
3. Avoid involving children in a potentially disruptive game (e.g., bean bags) during a time when you need to have the room and other children relatively quiet.
4. Organize the transition between activities (e.g., "Everyone with brown eyes may go sit in front of the rocking chair.").
5. Provide enough supplies (e.g., scissors, paint, crayons, etc.) so that children will not have to wait at one activity for an unreasonable length of time to have their turn.
6. Plan an activity so that either the needed supplies can be put out ahead of time or the children can help put them out.
7. Separate children who will be working with noisy activities (e.g., blocks, record player) from those who will be working with quiet ones (e.g., reading).
8. Place into separate activities those children who are continually disruptive with each other.
9. Avoid having children kick each other under the table, or getting their fingers pinched in the chair seats, by placing only a comfortable number of children at each table.
10. Put dangerous materials (fluids, cleaners, knives) and valuable or breakable items out of the sight and reach of children.
11. Be prepared with additional activities for children who finish a project before the rest of the group.
12. During snack time, have a topic of interest or an interesting object to share and discuss with the children.

13. Articles brought from home for sharing time can best be stored on a special shelf or in a designated box to avoid arguments, loss, or breakage of the items.

14. Avoid excessive numbers of children in the bathroom, at a small sink, or in an open library by establishing the policy that only when one child comes back may the next one go.

15. Balance sitting or quiet activities with active activities.

16. Provide constructive outlets for children's energy on rainy or snowy days. Plan ahead for activities to do just on rainy days and others just for snowy days.

17. Avoid extremely over-stimulating activities just before the children are to move to a very quiet activity (e.g., walking in the halls or going to a test situation).

18. Take the lead of a line of children as they go to and from various parts of the school building. Also try walking at the end and near the middle of the line on other occasions. Compare results. Which do you prefer?

PREVENT

PREVENT is a card game which uses an example of one of the rules of "Suggestions for Preventing Misbehavior in the Classroom" (p. 84) paired with a situation in which a teacher or aide effectively implemented that rule. There will be 18 pairs of cards and one extra PREVENT card (with picture of a crying or misbehaving child).

Instructions:

1. Prepare the cards. Type or print rules and situations on card-size pieces of paper. Paste onto the numbered side of old playing cards. (The numbered side of the card may be covered with white contact paper first, if desired.) This will make 18 pairs of cards. Make the PREVENT card.

2. With six players, deal out all cards. Dealer begins by drawing one card from player on the left. That player in turn draws from the player to the left and so on around the table. Any matched pairs are laid face down in front of players. The object is to match as many pairs as possible and not be left with the PREVENT card.

   Example of cards:

   Occupy children with a quiet song, finger-play, or game, as they wait in line or in a group for some time.

   "Let's play the Thinking Game while we're waiting here to go into the gym. I'm thinking of something in this hallway that is red and square and high. What is it?"

3. Students may add cards of their own describing situations based on experiences they have in their schools.

D. . . . SUSTAINING THE POSITIVE FUNCTIONING OF CHILDREN IN A GROUP LEARNING ENVIRONMENT

General Student Outcome No. 3: *Sustaining the functioning of a group of children*

This section will enable the student to:

a) Exhibit effective nonverbal behavior when listening to or responding to children

b) Ask questions at three levels of cognition

c) Maintain the attention of children during group reading

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 3: *The student will be able to use a variety of techniques to sustain the functioning of a group of children.*

Instructional Objective a): The student will exhibit effective nonverbal behavior when listening to or responding to children.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify characteristics of effective nonverbal behavior	1. After reviewing the film *Silence and Non-Verbal Cues* (MCPS F-4881), use the "Non-Verbal Behavior Checklist" for the teacher featured in the film. Check observed behavior.	1. Criteria: Student will check: a) 1, 3, 5, 6, 8, 9 b) 2, 4, 6, 8, 7 c) 2 d) 1, 2, 4
2. Interpret the meaning of some nonverbal behavior	2. See film *Non-Verbal Responses* (MCPS F-4867). After the introductory statements, turn off the audio portion of the film. View the remaining nonverbal demonstrations, and list words which describe each nonverbal response.	2. Criteria: Student will write the following as interpretations to the demonstrations: thoughtfulness displeasure encouragement sympathy disgust impatience indifference satisfaction anger concentration determination interest doubt humor surprise kindness non-committal response dissatisfaction enthusiasm resignation approval helplessness

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 3: *The student will be able to use a variety of techniques to sustain the functioning of a group of children.*

Instructional Objective a): The student will exhibit effective nonverbal behavior when listening to or responding to children.

3. Demonstrate nonverbal behavior which can be interpreted by others	3. Divide into pairs. One member will be the observer and the other will be the demonstrator. The demonstrator draws a slip containing a suggestion for a nonverbal response and then makes that response. Observer marks checklist.	3. Criteria: Observer will mark at least two of the following on each category: a) 1, 3, 5, 6, 8, 9 b) 2, 4, 6, 8, 7

Illustrative Activities for Exhibiting Effective Nonverbal Behavior

In the seminar:

See film *Silence and Non-Verbal Cues* (MCPS F-4881).

Read the checklist "Nonverbal Behavior," pp. 89-90. Discuss why certain behaviors cause particular responses in people.

See a Rockville Street 70 or other mime production. Make a list of principles that explain the effectiveness of the mime.

See film *Non-Verbal Responses* (MCPS F-4867).

Play charades. Divide into teams. First person up on each team draws a slip of paper with an expression or situation on it and acts it out for rest of group.

Divide into groups of three. One group member is the talker, one the listener, and one the observer. Observer sits too far away to hear the conversation. From facial, hand, and body gestures, the observer should try to record:

1. The nature of what is being discussed
2. How interested each member is in the discussion
3. What feelings were expressed

Divide into small teams. Each member has a turn to demonstrate a nonverbal communication as other members of the group call out the behavior to be demonstrated.

For example:

1. "You are a unique and valuable person."
2. "See me later, I'm busy right now."
3. "I think you are clever."

Play "Cooperation Squares Game," pp. 91-92.

Nonverbal Behavior Checklist

Put a check beside the behaviors observed.

	Behavior Observed
A. Face and Head Movements	________
1. Nods head to affirm responses	________
2. Keeps facial expression blank	________
3. Smiles to affirm responses	________
4. Stares blankly at person or looks into space	________
5. Smiles to denote humorous reaction	________
6. Looks directly at person	________
7. Looks at other objects when person is speaking	________
8. Uses eye movements and facial expressions when surprised or quizical about a remark	________
9. Uses eyes and head movements to encourage a response from person	________
10. Turns eyes away when person looks toward him/her	________
B. Hand and Arm Movements	
1. Uses no gestures (arms still)	________
2. Uses gestures that are spontaneous and free flowing	________
3. Uses gestures that are jerky and out of place	________
4. Uses hand gestures to encourage one person to respond to another person	________
5. Makes physical contact with person (shakes hand, touches arm, etc.)	________
6. Uses hand or arm movements when surprised or quizical about remarks	________
7. Uses a distracting number of gestures	________
8. Uses hand or arm movements to agree with person's response	________
9. Uses head movements to get person to answer	________

C. Body Movement **Behavior Observed**

1. Sits or stands in slouched position ________
2. Uses relaxed posture but does not slouch ________
3. Sits or stands in fixed, rigid position ________
4. Walks to different places ________

D. Body Position

1. Sits physically close to children ________
2. Moves body toward children to affirm or encourage remarks ________
3. Sits back and removed from children ________
4. Leans away from person to question or to disagree ________
5. Sits with body facing away from children ________

Study Sheet 1 — COOPERATION SQUARES GAME*

LEADER'S GUIDE

PURPOSE

To become more sensitive to how one's behavior may help or hinder joint problem solving

MATERIALS

Set of squares and instruction sheet for each five participants
Table for each five participants
Staff paper
Envelopes

PREPLANNING

Before the session, the Volunteer Resource Person or other selected leader should prepare a set of squares and an instruction sheet for each five participants. (See next page.)

PROCEDURE

1. Divide the participants into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet.

2. Ask that the envelopes be opened only on signal.

3. The Volunteer Resource Person or selected leader should begin the exercise by asking what *cooperation* means. List on the board the requirements for cooperation. Example:

   Everyone has to understand the problem.

   Everyone needs to believe that he can help.

   Instructions need to be clear.

   Everyone needs to think of the other person as well as himself.

4. Describe the experiment as a puzzle that can only be solved with cooperation. Read the instruction aloud, point out that each table has a reference copy, then give the signal to open the envelopes.

5. When all or most of the groups have finished, call time and ask participants to think about these questions:

   How did you feel when someone held a piece and you did not see the solution?

   What was your reaction when someone finished the square and then sat back without seeing whether the solution prevented others from solving the problem?

   How did you feel about breaking up your square?

   How did you feel about the person who was slow at seeing the solution?

   Was there a climate that helped or hindered?

---

*Educational reproduction permitted under NTL copyright.

Study Sheet #1 — COOPERATION SQUARES GAME (continued)

REFERENCE SHEET A

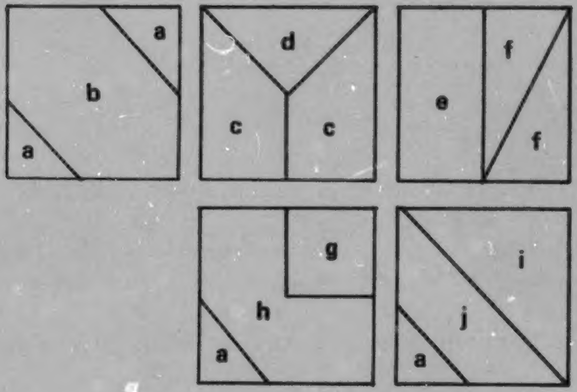
SETTING UP SQUARES

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6" x 6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts *a* through *j* and lightly pencil in the letters. Then mark the envelopes *A* through *E* and distribute the pieces thus:

Envelope A — i, h, e
B — a, a, a, c
C — a, j
D — d, f
E — g, b, f, c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse.

By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.



Members may give cards to each other.

No member may verbally ask for a card.

D. . . . **Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)**

General Student Outcome No. 3: *The student will be able to use a variety of techniques to sustain the functioning of a group of children.*

Instructional Objective b): The student will ask questions at three levels of cognition.

Illustrative Performance Objective	**Illustrative Assessment Measure**	**Criteria for Assessment Measure**
The student aide will:		
1. Classify written questions into three categories: factual, conceptual, or theoretical	1. Play SCRAMBLED QUESTIONS. Sort the deck of twenty scrambled questions into three groups — factual, conceptual, or theoretical questions. *Factual* *Conceptual* *Theoretical* a) What is today's date? b) How is today's weather like of different from yesterday's weather? c) Describe today's weather. d) Using the calendar, how could we tell when a week from today would be?	1. Criteria: a) Factual b) Conceptual c) Theoretical
2. Translate a question from one level to another	2. Here are two questions. Change the second question so that it is the same level as the first. a) Why do you suppose people's clothing is not made of metal? b) What object can you think of that is made of metal?	2. Criteria: Student could change question b) to something like: How would our daily activities be different if the clothing we wore were metal?

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 3: *The student will be able to use a variety of techniques to sustain the functioning of a group of children.*

Instructional Objective b): The student will ask questions at three levels of cognition.

---

3. Develop questions for a children's activity on all three levels

3. Divide into teams of five to play JEOPARDY. One member is the moderator, one is the score keeper, and three members are on the panel. Each player is given a copy of stories and poems to use during the game. Moderator reads an answer pertaining to one of the stories and the level of the desired question. First panel member to signal asks the question appropriate to the answer and the level. Score keeper has chart listing each student. Check student off as question is answered.

Name	Factual	Conceptual	Theoretical
Jim			
Becky			
Martha			

3. Criteria example:

Five little Jack-o-lanterns sitting on the gate,
First one said, "My, it's getting late."
The second one said, "There are ghosts in the air."
The third one said, "I don't care."
The fourth one said, "We'd better run."
The fifth one said, "Isn't this fun?"
And o-o-o-o- went the wind, and out went the lights,
And the five little Jack-o-lanterns ran out of sight!

Moderator might say: The first answer is,

"There are ghosts in the air." (Factual)

Student might respond:

What did the second Jack-o-lantern say?

Moderator: The answer is "I don't care," and "We'd better run." (Conceptual)

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 3: *The student will be able to use a variety of techniques to sustain the functioning of a group of children.*

Instructional Objective b): The student will ask questions at three levels of cognition.

		Student: What was the difference between the attitude of the third Jack-o-lantern and the fourth one? Moderator: The answer is, "And out went the lights." (Theoretical) Student: What do you suppose the Jack-o-lanterns would have done if the lights had stayed on?

Illustrative Activities for Asking Questions on Three Levels of Cognition

In the seminar:

Read "The Art of Asking Questions," p. 96.

Read page on Sample Questions from MCPS *Comprehension* Bulletin 246, pp. 30-35.

Using the title of a children's book, develop one question at each of the three levels: (e.g., *Where The Wild Things Are)*

1. Where are the wild things? (factual)
2. How are wild things and monsters alike or different? (conceptual)
3. In what ways would your life at home change if a wild thing came to live with you? (theoretical)

Show the children's film *The Chest* (MCPS F 2883).

Discuss questions which could be asked on all three levels.

Read a children's book and design two questions for each of the three levels that could be asked about the story. Exchange questions with a partner. See whether each agrees on questions developed.

Play TWENTY QUESTIONS. Students sit in circle. The Questioner says, "I'm thinking of something that is brown, and long, and living. What is it?" First student asks a factual question, second asks a conceptual question, and the third asks a theoretical question. Continue around the circle until someone guesses what the object is. That person becomes the questioner and the next person begins asking the questions.

The Art of Asking Questions

There is a real skill involved in asking children the types of questions that will help expand their thinking about a subject. Carefully, and with planning, a teacher or an aide can move a child's discussion and analysis of a book, a film, or other subject matter to various levels of cognition.

Questions can be asked at three levels: the *factual* level, at which children are asked to identify facts; the *conceptual* level, at which children are asked to organize the facts to generate their own concepts or to generate examples of a concept developed by others; and the *theoretical* level, at which students generate and test theories, generalizations, and principles.

Level of Question	Asks Children To:
FACTUAL	Remember information Recognize, describe, or identify information Gather or list information or data Translate information into their own words
CONCEPTUAL	Put information into categories and form concepts Compare and contrast information Generate examples of concepts Make inferences about cause and effect
THEORETICAL	Develop a principle or a generalization Interpret or explain information or data Test a hypothesis Make predictions Make judgments based on criteria Develop criteria

Example:

You have taken a group of children on a nature walk and they have collected materials. Back in the classroom, the objects are placed on a table and the children stand around the edges of the table to discuss the items. You might ask the children the following questions:

1. "Can you name the items that we found on our walk?" (Factual Level)
   [This question asks the child to identify information. It does not ask him/her to deal with the objects beyond being able to name them. You could also ask, "Close your eyes and tell me all the items you can remember."]

2. "How could we put all these items we found on the walk into groups? Beginning with this little round, brown nut, what other things on the table could go in a group with it?"
   [This question asks the child to form concepts about the types of items found on the walk. He/she must analyze the objects, in order to find common characteristics on which to form the groups, and will have to make decisions about the similarities and differences among the items. The items could be grouped according to size, shape, color, texture, or place of origin, for example.]

3. "Look at all of the items we found. Why do you think we were able to find these particular kinds of nature items and not others?"
   [This question asks the child to build a theory. He/she has to go from the facts about the items to the concepts built about the relationships of the items in order to develop a principle on which to predict why these particular items were discovered at this time.]

Children will benefit most from an activity when the teacher or the aide asks questions from all three levels rather than concentrating all questions from one level.

D. . . . Sustaining the Positive Functioning of Children in a Group Learning Environment (cont'd)

General Student Outcome No. 3: *The student will be able to use a variety of techniques to sustain the functioning of a group of children.*

Instructional Objective c): The student will use appropriate skills to maintain the attention of children during group reading.

Illustrative Performance Objective	**Illustrative Assessment Measure**	**Criteria for Assessment Measure**
The student aide will:		
1. Identify the criteria for reading stories effectively with young children	1. Using the "Reading Stories with Young Children Evaluation" (pp. 101-102), match the cards from the "Activity Card File for Unit on Reading Stories with Young Children" with the proper criteria.	1. Criteria: Student should match the following cards with the criteria: *Criteria #* *Card #* 1 1 2 2 4 3 5 4 6 5 7 6 8 7 9 8 10 9 11 10 14 11 15 12 16 13 17 14
2. Use the criteria when reading a story to a group of young children	2. Using as many of the guidelines on the checklist "Reading Stories with Young Children" as possible, read a story to a group of children in the classroom.	2. Criteria: Teacher or teacher specialist uses "Reading Stories with Young Children Evaluation" and should be able to check at least 10 of the 17 items "Yes."
3. Evaluate own performance of reading a story to a group of young children	3. Arrange for a video tape to be made of you as you read a story to a group of children. Then view the video tape one day before or after school.	3. Criteria: Using the "Reading Stories with Young Children Evaluation," critique your video tape. You should be able to check "Yes" for at least 10 of the 17 items.

Illustrative Activities for Using Appropriate Skills to Maintain the Attention of Children During Group Reading

In the seminar:

Read through and become familiar with the form "Reading Stories with Young Children Evaluation," pp. 101-102.

Select cards from the "Activity Card File for Unit on Reading Stories with Young Children." Students could select cards that correspond to those criteria checked "No" on the "Reading Stories with Young Children Evaluation."

In the elementary classroom:

Using a book from the kindergarten classroom, create a "talking story" for a group of children to use at the listening center. Tape record your reading of the story, and add a signal that will indicate to the child when to turn the page.

Using a book from the kindergarten classroom, tape record your reading of the book, adding real sound effects that are appropriate to the story.

Using a book familiar to the children in the class, design a simple way for the children to perform this book as a play or a mini-musical.

Activity Card File for Unit on Reading Stories with Young Children

The activities below are correlated with criteria on "Reading Stories with Young Children." The activities can be placed on individual cards and stored in a file box. Students can work on the activities individually. Other activities may be added during the course year.

1. Draw at least two diagrams for each situation that would show ways to position children so that they could see and hear when a story is being read to:

   a) Two children
   b) Ten children
   c) Twenty-three children
   d) Thirty children

Criterion No. 1

2. Set a timer for two minutes. In that time, list all visual and auditory distractions in, around, and outside the classroom that might disturb a reading group.

Criterion No. 2

3. Select a kindergarten level story and read it through once. Close the book and put it away. Then:

   a) Outline the story briefly.
   b) Think of questions and activities that could begin and end the story period.

   Now read the book a second time and repeat No. 1 and No. 2. In what ways could you expand your familiarity with the book after reading it twice?

Criterion No. 4

4. Select a kindergarten-level book. Read it through as many times as you like. With the book as a base, design the following to do with children:

   a) Statement to introduce the story
   b) Introductory questions
   c) A bulletin board design to motivate interest in the book (could be a mini-bulletin display done on a flannel board)
   d) An introductory music activity
   e) An introductory finger play
   f) An introductory art activity
   g) A way to introduce the story with drama or puppets

Criterion No. 5

5. Read two children's story books, *The Snowy Day* and *B Is for Betsy*

   Compare them on:

   a) Level of vocabulary
   b) Frequency of pictures
   c) Size of pictures
   d) Length of book
   d) Subject matter interest level (Which one would you choose for kindergarten, and why?)

Criterion No. 6

6. Sketch or diagram at least three ways in which an aide could hold a children's story book and read to children so that they can see the picture.

Criterion No. 7

*These activities are correlated with criteria on "Reading Stories with Young Children."

Activity Card File for Unit on Reading Stories with Young Children

7. Select a children's book and read it. Now tape record yourself as you read it aloud. Use voice expression and sound effects.

Read it again aloud, and tape your voice. Use different sound effects and voice expressions.

Have another aide listen to the two recordings. Discuss and select the best one.

Criterion No. 8

---

8. Select a children's book and read it through once. Tape record yourself reading the story aloud three times. Each time, vary the tempo and pace of your reading.

Select the recording with the tempo appropriate for young children.

Criterion No. 9

---

9. Select a children's book and read it through once. Tape record yourself reading the story:

a) Without any voice inflection
b) Very softly
c) With normal volume
d) Quite loudly

Criterion No. 10

---

10. Select a children's book and become so familiar with it that you can almost recite it from memory. Sit at a table and place a mirror on a stand in front of you. Read the story, watching your facial expressions.

Criterion No. 11

---

11. Take the following words and change them into words or phrases kindergarten children would understand.

a) environment
b)
c)

Criterion No. 14

---

12. Select a children's book and read it through once. Tape yourself reading it aloud. Read it again aloud, and stop about one-half or two-thirds of the way through. Imagine that an announcement has been made that the physical education teacher is ready for your children. Summarize the remainder of the story. Have another aide evaluate your ending.

Criterion No. 15

---

13. Select a children's book and read it through as many times as you like. Design at least four of the following:

a) Follow-up statement about the story
b) Follow-up questions
c) Follow-up bulletin board
d) Follow-up music activity
e) Follow-up finger play
f) Follow-up art activities
g) A way to present story in drama form
h) A way to present a story with puppets

Criterion No. 16

---

14. Describe at least three ways to display a book after it has been read to children.

Criterion No. 17

Reading Stories with Young Children:
Evaluation

Aide's Name______________________ Observer______________________

Date______________

You were able to:	Your Own Evaluation		Observer's Evaluation	
	Yes	No	Yes	No
1. Position the children so that they could both see the pictures and hear you well	___	___	___	___
2. Position the reading activity away from other visual or auditory distractions	___	___	___	___
3. Have sufficient lighting in the reading area	___	___	___	___
4. Be completely familiar with the book, having read it at least once before	___	___	___	___
5. Prepare introductory questions, statements, or other motivating activity before reading the book aloud	___	___	___	___
6. Choose a book that was at the interest and attention level of the children	___	___	___	___
7. Hold the book in such a way that children could see pictures while story was being read	___	___	___	___
8. Read story with voice expressions, assuming the roles of characters and making sound effects where appropriate	___	___	___	___
9. Establish a pace or tempo of reading that fits the story and level of the children	___	___	___	___
10. Use appropriate volume of voice, varying volume for expression but always being loud enough to be heard	___	___	___	___
11. Use facial expressions to enhance the understanding and enjoyment of the story	___	___	___	___

You were able to:	Your Own Evaluation		Observer's Evaluation	
	Yes	No	Yes	No
12. Have frequent eye contact with the children while reading, looking up from the book often	—	—	—	—
13. Avoid interrupting the flow or continuity of the story with too many explanations, questions, or pauses	—	—	—	—
14. Change any words or phrases which were beyond the children's level of comprehension	—	—	—	—
15. Summarize and end the story quickly when you were requested to begin another activity	—	—	—	—
16. Prepare follow-up questions for discussion with the children, or involve children in a follow-up activity (Review "Art of Asking Questions.")	—	—	—	—
17. Display the book you have read to the children in a place where they could look at it again later	—	—	—	—

You can easily tell whether a story is reaching an audience by their facial expressions and the group reaction; to have a group respond to a story is sufficient encouragement to spend time preparing the story.

Several additional story telling suggestions:

announcing to children that group time is about to begin

using a transition song or game to move children to story center

using fingerplays, games, and songs to quiet the group and "get all the fidgets out"

using a release technique at the conclusion of a group activity

E. CARRYING OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO CHILDREN'S PROGRAMS

General student outcome: *The student will be able to carry out supplementary responsibilities related to young children's programs.*

This section will enable the student to:

1. Gain knowledge about various management functions necessary to the children's total program
2. Operate audiovisual equipment in the classroom
3. Operate duplicating equipment in the elementary school

E. Carrying Out Supplementary Responsibilities Related to Children's Programs

General Student Outcome: *The student will be able to carry out supplementary responsibilities related to young children's programs.*

Instructional Objective No. 1: The student will gain knowledge about various management functions necessary to the children's total program.

Illustrative Performance Objective

The student aide will:

1. Identify the major management functions and procedures that are related to the kindergarten program of an elementary school

Illustrative Assessment Measure

1. On your visit to the elementary school in which you will be working, tour the building and complete the following chart:

Areas of School	Management and other operations that pertain to or are being carried on and related to each area
	Program
Main Office	
Health Room	
Cafeteria	
Library	
Exits	
Supply Closets	
All Purpose Room	
Art Room	
Music Room	
Other:	

Criteria for Assessment Measure

1. Criteria: Student should identify at least two functions for each area:

Main Office — Typing, mail system, telephone procedures, public address system, etc.

Health Room — Supplies and procedures for minor injuries, procedures for admitting ill child, accident forms, time and extent of nurse's services, etc.

Cafeteria — Milk count procedure, milk storage, use of facilities procedure, etc.

Library — Audiovisual equipment loan procedures, duplicating equipment and procedures, book check-out procedures, services of librarian, etc.

Exits — Fire drill procedures, entering and leaving building policy, procedures for visitors to building

All Purpose Room or Auditorium — Physical Education class procedure, assembly procedures, etc.

E. Carrying Out Supplementary Responsibilities Related to Children's Programs (cont'd)

General Student Outcome: *The student will be able to carry out supplementary responsibilities related to young children's programs.*

Instructional Objective No. 1: The student will gain knowledge about various management functions necessary to the children's total program.

		Art Room — Rules for using room, location of supplies, route to bring children to room, etc. *Music Room* — Rules for using room, location of instruments, route to bring children, etc.
2. Design a procedure for implementing one of the management functions that is related to the kindergarten program of the school	2. Study a map of the elementary school in which you will be working. Note location of kindergarten room and nearest exit. Design a route and procedure for exiting the entire class in case of a fire. Design a set of directions that could be posted in the room.	2. Criteria: Student should incorporate the following six principles: a) Children form a line. b) *Walk* to the nearest appointed exit. (Provisions should be made for children who cannot stand or walk quickly.) c) Close doors and windows. (Do not take time to put on outer clothing.) d) Proceed to predetermined point outside (at least 50 feet from building). e) Take roll and account for every child. f) Return to building when recall signal is given.

E. Carrying Out Supplementary Responsibilities Related to Children's Programs (cont'd)

General Student Outcome: *The student will be able to carry out supplementary responsibilities related to young children's programs.*

Instructional Objective No. 1: The student will gain knowledge about various management functions necessary to the children's total program.

3. Design an activity that will help the children in the classroom learn a procedure or management function of the school	3. Situation: The children in your kindergarten class are new to the school building, its staff, and its procedures. Design an activity appropriate for these children that would familiarize them with the staff and parts of the building.	3. Criteria: Student will plan an activity that will allow the children to tour the building and meet the staff. (Example: Read the story "The Gingerbread Boy" to the children. Take children on a hunt through the school for the gingerbread boy — stopping at principal's office, main office, cafeteria, health room, etc. and having staff members briefly explain what they do and the procedures in their part of the building. Ask each staff member whether he/she has seen the gingerbread boy. If not, move on to next person. Last person should have a picture or cutout of the gingerbread boy.)

Illustrative Activities for Participating in Management Functions Necessary to the Children's Total Program

In the seminar:

Invite a principal from an elementary school to show the school's slide presentation on the physical layout and operation of the school.

Review MCPS Policy 245-1 Fires and Fire Drills.

Invite fire marshall to explain school fire procedures.

Get a blank map of each student's elementary school building. Have each student fill in locations of various parts of the building from memory.

Invite an elementary school secretary (or nurse, librarian, etc.) to explain the management functions and procedures in the school's office (health room, library, etc.).

In the elementary classroom: (to be completed by the teacher)

E. Carrying Out Supplementary Responsibilities Related to Children's Programs (cont'd)

General Student Outcome: *The student will be able to carry out supplementary responsibilities related to young children's programs.*

Instructional Objective No. 2: The student will operate audiovisual equipment in the classroom.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify the various pieces of audiovisual equipment and their uses	1. Here is a list of some familiar audiovisual equipment. Beside each item, describe its use. a) movie projector b) overhead projector c) audiotape recorder d) filmstrip previewer e) opaque projector f) filmstrip projectors g) videotape (Portapak) h) record player i) 35 mm camera for slide/tape programs	1. Criteria: a) Shows 16mm black and white or color film to large or small groups b) Enlarges transparencies for a large group to see c) Records voices and plays prepared tapes d) Allows one or two people to view a filmstrip e) Enlarges magazine and other pictures f) Shows black and white and color filmstrips to large or small groups
2. Set up and operate the audiovisual equipment used in an elementary classroom	2. After having been officially trained and checked out by the school's media technician or the teacher specialist for student aides, set up and operate those pieces of a/v equipment used in the classroom.	2. Criteria: *Movie Projector* — Partner should be able to check all 21 items as they are completed by the student. *Filmstrip* — Partner should be able to check all 11 items as they are completed by the student.

E. Carrying Out Supplementary Responsibilities Related to Children's Programs (cont'd)

General Student Outcome: *The student will be able to carry out supplementary responsibilities related to young children's programs.*

Instructional Objective No. 2: The student will operate audiovisual equipment in the classroom.

3. Produce an audiovisual that could be used at a later time with children	3. Using a theme or story from a book appropriate for young children, produce one of the following audiovisual materials for use with the children: a) "Talking Story Book" tape recording to go along with a children's book b) transparency activity c) overhead projector activity d) filmstrip e) VTR (in schools where equipment is available) f) ectograph g) slide/tape program h) film	3. Criteria: The material should: a) Be at the interest level of young children b) Be an appropriate length for young children c) Have clear pictures or voice recording d) Have pictures that are large enouch to be seen easily e) Be free of sex-role or rac[illegible]eotypes f) Be free of errors

Illustrative Activities for Operating Audiovisual Equipment in the Classroom

In the seminar:

Have the high school audiovisual technician demonstrate the operation of the 16mm movie projector; the filmstrip, overhead, and opaque projectors; the tape recorder; filmstrip previewer.

Practice setting up and operating each of the pieces of available audiovisual equipment.

Take a tour of the MCPS Film Library and have the services of the library explained.

Have a speaker from MCPS Evaluation and Selection explain the process for reviewing and selecting audiovisual materials.

Use videotapes available from DEMAT for each of the major pieces of equipment.

In the elementary classroom:

Show a filmstrip or a movie to the children.

Create a Talking Story Book to use with the children.

E. Carrying Out Supplementary Responsibilities Related to Children's Programs (cont'd)

General Student Outcome: *The student will be able to carry out supplementary responsibilities related to young children's programs.*

Instructional Objective No. 3: The student will operate duplicating equipment in the elementary school.

Illustrative Performance Objective	Illustrative Assessment Measure	Criteria for Assessment Measure
The student aide will:		
1. Identify the procedures for operating duplicating equipment	1. The following are directions for operating a ditto machine. Unscramble them and put them in order. ____ On some machines, you will turn a knob or push a lever to "Run" to get the paper to begin feeding, and to get the drum to begin rolling. ____ Set dial to number of copies desired. ____ Turn machine on. ____ Place ditto in slot, with ink side facing you. Close clamp. ____ Remove center tissue and blue backing sheet from ditto. ____ Stop machine (or it will stop automatically, if you have set the dial). Turn off machine. Remove ditto, and remove finished papers. ____ Open clamp that will hold the ditto. ____ Check fluid level. Pour in fluid if level is low. ____ Plug in machine. ____ Check paper level. Put more paper in tray, if supply is low. ____ Lower paper pressure bar so that it rests on the stack of paper. (In some machines, this step will automatically begin feeding the paper through.)	1. Criteria: Order should be: 10 8 7 6 4 11 5 2 1 3 9

E. Carrying Out Supplementary Responsibilities Related to Children's Programs (cont'd)

General Student Outcome: *The student will be able to carry out supplementary responsibilities related to young children's programs.*

Instructional Objective No. 3: The student will operate duplicating equipment in the elementary school.

2. Operate some of the duplicating equipment found in an elementary school	2. Using the checklist on "Operating a Ditto Machine" (p. 111), run off several copies of a ditto. (The same activity could be done for a mimeograph machine.)	2. Criteria: Partner should be able to check student aide on each one of the 11 items.
3. Produce a ditto or a stencil that could be used in the classroom with children	3. Using a topic being studied in your classroom, make a ditto that could be used by children.	3. Criteria: Student will produce a ditto or stencil that: a) Relates to a topic being covered in the classroom b) Is appropriate to the abilities of the children c) Is clearly drawn d) Has pictures or writing that are not too small for young children e) Indicates that enough fluid was put in the machine so that the ditto is dark enough

Illustrative Activities for Operating Duplicating Equipment in the Elementary School

In the seminar:

Practice designing and making a ditto. Run off the ditto on a ditto machine.

Have the school secretary demonstrate the operation of a mimeograph machine. Design a stencil.

Have someone demonstrate the laminating equipment in the school.

In the elementary classroom: (to be completed by the teacher)

Aide's Name ____________________

Operating a Ditto Machine

1. Plug in machine.
2. Check fluid level. Pour in fluid if level is low, or ask the school secretary to help you.
3. Check paper level. Put more paper in tray if supply is low.
4. Remove center tissue and blue backing sheet from ditto.
5. Open clamp that will hold the ditto.
6. Place ditto in slot with ink side facing you. Close clamp.
7. Turn machine on.
8. Set dial (or counting device) to number of copies desired.
9. Lower paper pressure bar so that it rests on the stack of paper. (In some machines, this step will automatically begin feeding the paper through.)
10. On some machines, you will turn a knob or push a level to "RUN" to get the paper to begin feeding, and to get the drum to begin rolling.
11. Stop machine (or it will stop automatically if you have set the dial). Turn off machine. Remove ditto, and remove finished papers.

____________________________________ Signature of Partner

TEACHER'S NOTES:

Hand in and attach one copy of ditto that has been run.

V. IN-SERVICE SEMINARS

In-service seminars are held for the kindergarten student aides at their high school once each month for the purpose of:

1. Exchanging ideas on assisting techniques that they have acquired and on classroom activities in which they are participating
2. Discussing areas of success and difficulty they are having in the classroom
3. Exploring new materials and activities that might be used in the classroom
4. Increasing their knowledge about a particular curriculum area
5. Being exposed to personnel in their area who support and assist teachers in their work

The material provided in the following sections is background material for the teacher specialist and for the aide. The teacher specialist can add further activities at each of the seminars to augment this material.

A. SEMINAR ON ART

Through art, children are able to express feelings and ideas. Children learn that each of us has different ideas and different ways of working. They think well of themselves because their way of thinking and working is accepted and appreciated by others.

The art work of young children is:

an experiment with line and color and texture and form

an exercise in hand and eye control

an opportunity for self-expression

For young children, the feelings experienced while working are much more important than the look of the finished product. For them, the beauty is in being accepted for what they can do.

Through art experiences, children:

Acquire skills in visual communication and expression

Develop an awareness of the world and an ability to observe, perceive, and examine

Increase in sensitivity to simple design concepts

Gain self-confidence in their own creative efforts and an appreciation of the work of others

A kindergarten art program should be organized around direct learning experiences that challenge the child's expressive capabilities — activities that provide an incentive.

The program should provide opportunities for the child to:

Search and experiment with various two- and three-dimensional materials: crayons, paint, clay, wood, cloth, etc.

Express visually his/her personal ideas, feelings, experiences

Participate, not only as an individual, but also as a member of a group

Develop competency in his/her use of tools and materials

In setting up a room for an art program, consider three essential needed areas:

Adequate work space — tables, floor space, movable furniture, easels

Storage space accessible to the children — including cleaning equipment as well as supplies

Storage for work in progress

The following basic materials will be required when using various media and methods:

For drawing and painting

crayons, colored chalk, newsprint and manila and white drawing paper, tempera paint, finger paint and paper, ½" and ¾" brushes, juice cans, sponges, newspaper, old shirts for smocks

For cutting, tearing, pasting

construction and poster paper, scissors, paste and glue

For printing

spools, dowels, cardboard, tubes, sponges, cork, bottle caps, old toothbrushes, etc.

For designing with three-dimensional materials

staplers, glue, tape, nails, hammer, saw, pliers, metalyn glue, sandpaper, clay, wood, boxes, yarn string, cotton, popsicle sticks, toothpicks, paper bags, cloth, liquid starch, pipe cleaners, foil, straws, sand, salt, etc.

It is not possible to leave children's art without mentioning block building. The balance and design that children create as they arrange and work with blocks is an art form very satisfying for some children's creativity.

Recipes

Zonolite and Plaster Mixture for carving:

2 parts zonolite
1 part plaster
1 part water

CAUTION: This mixture clogs drains.

Use disposable container (cardboard milk carton, plastic, etc.) for mixing. Combine dry ingredients, add water, and mix thoroughly. Let stand until mixture sets. Peel away container.

Clay-Type Mixtures for Modeling

Sawdust and Wheat Paste mixture:

2 parts sawdust
1 part wheat paste
2 parts water

Use any suitable container for mixing. Combine dry ingredients, add water, and mix thoroughly.

Flour and Salt mixture:

2 parts salt
1 part flour
1 part water

Use a flat container as this method is similar to making gravy. Mix dry ingredients. Slowly add water, and blend gradually.

Re-usable Clay:

1 cup water
2 tablespoons salad oil
4 cups flour
1½ cups salt
food coloring

Combine oil, water, and food coloring in covered jar. Shake to mix. Mix flour and salt, and gradually add water mixture to dry ingredients. Store in sealed jar or plastic bag. Will make two balls about the size of large grapefruit.

Soap Clay:

2 cups soap flakes or powdered detergent
½ cup water

Beat with rotary beater until mixture stiffens. Dip hands in cold water before working with mixture so it will not stick to hands.

Note: Any mixtures may be colored by adding food coloring to water prior to mixing.

Flour and Water Paste:

1 part flour
1 part cold water
3 parts boiling water

Mix flour and cold water until smooth; then pour into boiling water, stirring constantly. Allow to cool.

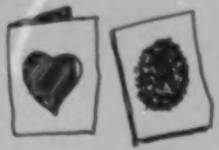
Hints — Ideas — Special Tricks

Crayon Laminating:

2 sheets waxed paper
old crayons

Shave crayons onto one sheet of waxed paper. Top with other sheet and iron. Cut into shapes; can be used by itself or mounted into cards.

Crayon Paper



= see thru Valentine card

Sandpaper Print:

Glue cutout designs of sandpaper onto cardboard. Run brayer of ink over design. Place paper on top and rub for print.

HINT: Sheet of heavy aluminum foil turned up on edges makes disposable tray to hold ink for brayer.

Puffed rice is great for pussy willows.

Edible Sculpture — apples, potatoes, cherries, raisins, other fruits and vegetables held together by toothpicks

Beads:

Soak shredded kleenex in mixture of half Elmer's glue and half water. Shape into beads, using toothpick to make hole. Dry, paint, and string for necklace.

Papier Mache Dish or Bowl:

Paste 6 layers of newspaper together. Cut "sandwich" into desired shape and form into dish. When dry, paint and shellac.

Snowfall Paper Weight:

Glue small plastic figurine to jar lid. Add 2 teaspoons moth flakes to jar; add water. Put glue around rim of jar and lid. Screw lid on jar and let dry. Turn upside down.

Sand Sculpture:

Fill pan or box half full of moist sand. Press objects into sand to make depression (sea shells make interesting ones). Pour slowly or spoon plaster on top of sand. Add hairpin for hanger. Allow to set at least one hour. Remove plaster plaque and brush off excess sand. Sand in pan is reusable.

WARNING: DO NOT CLEAN EXCESS PLASTER INTO CLASSROOM SINK.

Outdoor Art:

Plaster cast of animal tracks, nature objects for printing, texture rubbing, dyes from natural materials, panoramas

REFERENCES

Horn, George F. *Experiencing Art in Kindergarten*. Worcester, Mass.: Doves Press, Inc., 1971.

Platts, Mary E. *Create*. Stevensville, Mich.: Educational Services, Inc., 1966.

Whitman Creative Art Book Series, Racine, Wis.: Whitman Publishing Co.

Painting 1, 1966
Painting 2, 1967
Constructing, 1967
Stitchery, 1967

Films in MCPS Film Library

F 5166	Art Expression
F 6360	Boxes
F 2205	Collage
F 6145	Crayon
F 5033	Cylinder
F 5640	Designing with Everyday Materials
F 2724	Discovering Ideas for Art
F 6144	Floats
F 4581	Paper in Art
F 1225	Paper in the Round
F 4729	Puppets
F 4756	Sources of Art

B. SEMINAR ON BULLETIN BOARDS

School bulletin boards should be meaningful and related to the curriculum. They serve several purposes — to display the children's work and then to illustrate and emphasize specific lessons. They should be interesting and appealing — artistically arranged to develop aesthetic values. Therefore, it is important that they are planned and arranged to present the material to the greatest advantage.

The subject matter should revolve around the children and their interests — utilizing the board, not just as a pretty decoration but as a rounding out of class activities.

Although children cannot complete an entire bulletin board display themselves, they should be included in the overall planning of the central theme and components and enjoy the thrill of helping display their own work.

Composition

The composition of a good bulletin board consists of combining forms and spaces to produce a harmonious whole.

Once your central theme is established, keep in mind that the one necessity of a bulletin board is that it must be noticed. Compose the relationship between objects and space to control the observer's interest.

Follow five basic principles of design — balance, movement, unity, clarity, and simplicity.

Balance

First, find the visual center or focal point of your total display. Experiment to decide where to place various elements so they do not make a lopsided or top-heavy picture — consider placement of lettering, objects, and open spaces.

Movement

The directional flow should lead the eye from one element to another, the movement going from left to right, top to bottom.

Unity

Overlapping can help tie elements into a unified whole. Position elements without overcrowding.

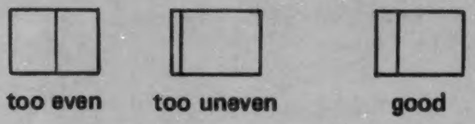
Clarity

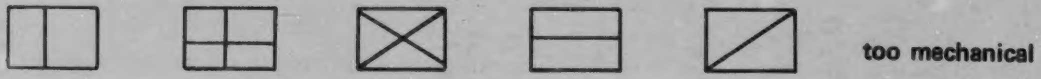
Lettering should be easy to read, not complicated or tricked up to the point of confusing the observer. Clarity is spoiled also by lapping one element too much over another, placing headings over confused backgrounds, placing elements together that are too similar in color value.

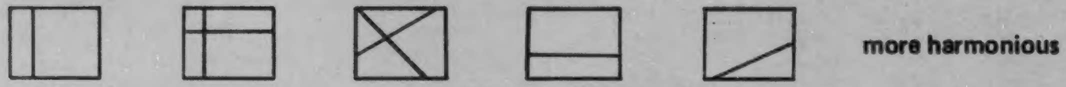
Simplicity

To command attention is the object of the bulletin board. The simpler the board, the quicker children will stop to look. Eliminate all extraneous elements.

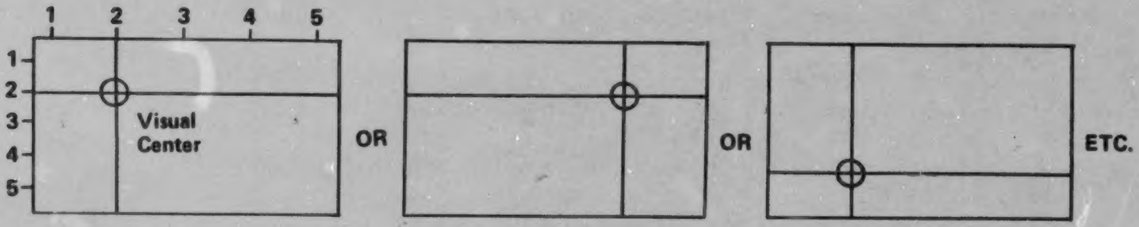
The use of space is important. Strive for harmonious balance. Equal distribution gives too mechanical an appearance. Example:







To aid in placement of objects, decide upon the visual *center*. The simplest method is to divide the area on its top and side frames into five equal points.



Use this aesthetic center as a starting point when placing objects, to give the observer a pleasing and restful sense of vision.

Use of Color

Color creates impressions and emotions (e.g., red — anger; yellow — sunshine, etc.). Children have been found to prefer shades of orange, red, violet, and blue.

Clarity and legibility are lost when color values are too nearly equal; therefore, use light colors against dark and vice versa. When choosing a background, consider what will be placed on it for color value.

Lettering

Clever and fancy lettering must not detract from the message — the observer must read first and admire the presentation later.

Try for pleasing formation of word patterns. Words and pictures must work together. Lettering should be part of the overall design and both lettering and overall design should be visible from the same distance.

Techniques

Think of the whole picture as having a base. To avoid a top-heavy feeling, place heavier objects and also darker colors at bottom.

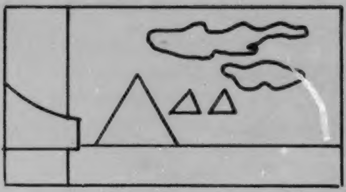
Avoid monotony of repetitious shapes by changing size, color, texture. Overlap large, simple shapes for continuity and rhythm.

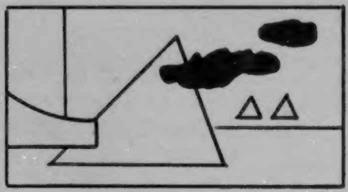
For 3-D effects:

Project letters and/or objects from board by mounting them near the head-end of a straight pin.

Cut two letters in contrasting colors (same for borders).

Overlap objects and vary size for depth.

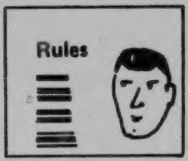


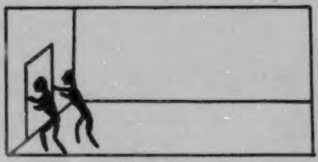


Attention-getters: change of perspective, silhouetting, magnification, unusual design of directional devices

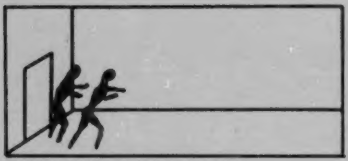
Placing one word or phrase in color gives extra emphasis and attention.

Direction in which figures face will influence the eye to follow in that direction.



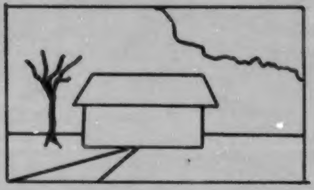


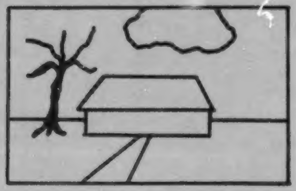
Leads observer out and away from rest of picture



Draws observer's eye into picture

Corners attract attention. Avoid terminating lines precisely in corners.





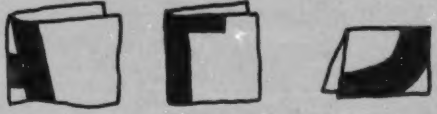
Shortcuts

To keep lettering straight, stretch yarn as a guideline while you are lining up the letters.

Save reusables in large envelope and put brief sketch of bulletin board design on outside of envelope for easy reference.

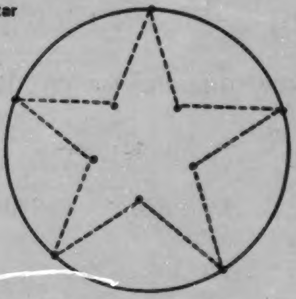
Count number of letters and spaces and start pinning from the middle, to avoid lopsided effect. Spell out words in yarn stiffened in liquid starch or metalyn glue; dry on waxed paper.

Fold and cut letters: some in half - some in fourths:



Keep supply of cutout letters stored in envelopes.

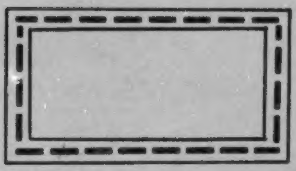
5 point star



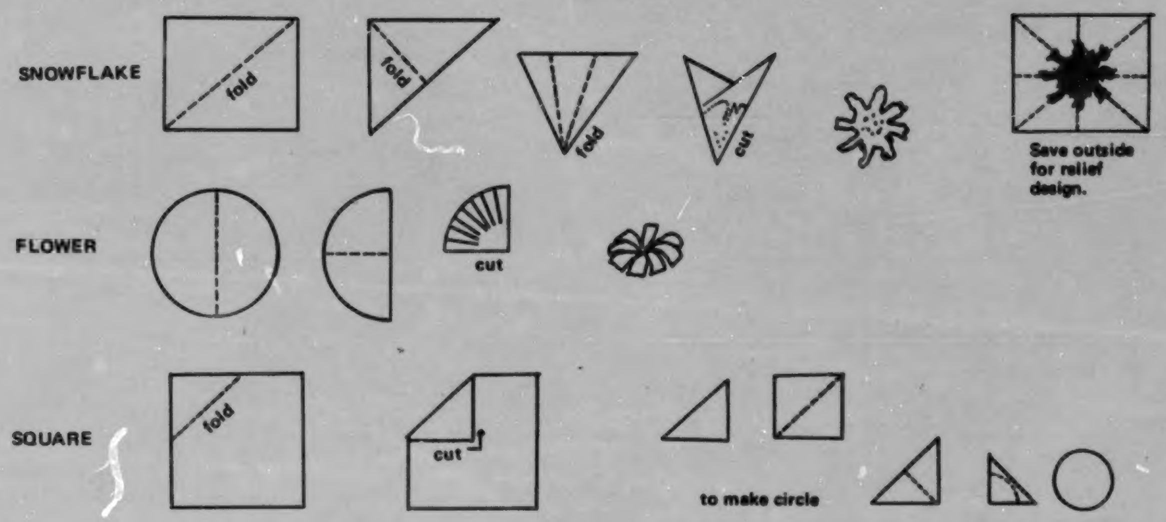
Position 5 dots around edge of circle

Center one dot between each of these, forming a smaller circle of 5 dots inside original circle.

Connect dots.



To simplify making a border edge of interesting cutout designs, fold long strips of desired width accordion style, and cut designs out on folded edges. For more open, lacy effect, refold the opposite way and cut again.


SNOWFLAKE
fold
fold
fold
cut
Save outside for relief design.
FLOWER
cut
SQUARE
fold
cut
to make circle

Samples: Holidays, seasons

Curriculum unit: farm, zoo, transportation, machines, food, health and safety, community helpers, literature, fire prevention, handwriting, science, math, ecology, weather

REFERENCES

Association for Childhood Education International. *Involvement Bulletin Boards*. Washington, D.C., 1970.

Brown, ReMona. *Kindergarten Bulletin Board Ideas*. Minneapolis: J. S. Denison & Co., 1971.

Garvey, Mana. *Teaching Displays*. Hampton, Conn.: Shoe String Publications, 1972.

Lee, Carvel and Lorita. *The Kindergarten Bulletin Board Guide*. Minneapolis: J. S. Denison : Co., 1964.

Mathre, T. H. *Bulletin Boards in Color*. Minneapolis: J. S. Denison & Co., 1970.

Platts, Mary E. *Create*. Stevensville, Mich.: Educational Service, Inc., 1966.

Films in MCPS Film Library

F 1189	Bulletin Boards
F 5121	Display and Presentation Boards

C. SEMINAR ON CAREERS INVOLVING WORK WITH CHILDREN

Guidance offices and Career Centers have current listings of fields offering the best potential for employment in the future.

Two excellent reference kits offering detailed descriptions and information on individual careers are available in the school's Career Education Center or through the guidance office/library:

Business Careers Kit

Careers
Box 135
Largo, Florida

Occupational Exploration Kit

by SRA

From these two kits, the information on pages 124 and 125 has been excerpted.

Audiologist — specializes in evaluation and diagnosis of hearing disorders, directs rehabilitative therapy, and conducts research related to hearing

Additional information:

American Speech and Hearing Association
9030 Old Georgetown Road, Bethesda, Maryland 20014

Child Day-Care Worker — usually starts as staff assistant; job can lead to supervisory or administrative position

See SRA Brief #378.

Also:

Bureau of Child Services
Office of Child Development
400 Sixth St., SW.
Washington, D.C. 20013

Health Careers (See Business Careers Kit.)

dental assistant or hygienist
occupational therapist
music therapist
recreational therapist
speech pathologist
medical social worker
public health nurse
nurses' aide
medical assistant

Information: "Horizons Unlimited"

American Medical Association
535 N. Dearborn Street, Chicago, Illinois 60610

Instrumental Music Teacher — schools, private and group teaching, part-time employment often by music stores

See SRA Brief #384.

Also:

Music Educators Conference
1201 Sixteenth Street, NW.
Washington, D.C. 20036

Public Health Nurse — schools, industry, government agencies, research consultant, specialist

See SRA Brief #394.

Also:

American Nurses' Association
10 Columbus Circle
New York, New York 10019

Probation and Parole Worker

See SRA Brief #289.

Also:

American Correctional Association
P.O. Box 10176, Woodridge Station
Washington, D.C. 20018

Recreation Director — public recreation, industry, institutions, military, educational, commercial, youth programs, parks

See SRA Brief #78.

Also:

"Where the Action Is — A Career in Parks, Recreation and Conservation"
National Recreation and Park Association
1700 Pennsylvania Avenue, NW.
Washington, D.C. 20006

Social Worker — foster and adoptive homes, child guidance clinics, schools, day care centers, hospitals, addiction centers, correctional institutions

See SRA Brief #80.

Also:

Council on Social Work Education
345 East 46th Street
New York, New York 10016

YMCA and YWCA

Information — "Make Your Life Count" and "You and the YMCA"

National Council of YMCA's of the USA
Recruiting Department, Personnel and Management Services Division
291 Broadway
New York, New York 10007

Home Economist — public and private welfare work, hospitals, schools, industry

See SRA Brief #6.

Also:

American Home Economics Association
1600 Twentieth St., NW.
Washington, D.C. 20009

Fashion Designers

See SRA Brief #142.

Also:

Educational Foundation for Fashion Industry
227 West 27th Street
New York, New York 10001

Physical Therapist — hospitals, armed services, public health services

See SRA Brief #76.

Also:

American Physical Therapists Association
1740 Broadway
New York, New York 10019

Religious Vocations — education director (commissioned church educator), youth work, social work

D. SEMINAR ON CREATIVE DRAMATICS

It is a recognized fact that children learn more readily by doing. They also learn by being — being the people they are studying, the animals they are drawing, the adults they are imitating.

Creative dramatics satisfies a child's need to become actively involved and to learn by performance. Situations are completely improvisational in manner. In a creative situation, the child is free to build a character as he/she sees it, good or bad.

A simple way to introduce creative dramatics is to use it in a classroom learning situation. If the class is learning about animals, discuss the different characteristics of animals. Ask for volunteers to be the animals. Ask questions to help children expand their movements.

Does anyone know how a cow eats lunch?

What do barnyard animals talk about?

Creative drama is especially effective with well-known stories, fables, records, TV, storytelling, puppets, shadow-screens.

Dramatic play and role-playing are often confused. Dramatic play involves a problem, plot, or situation. Role-playing, on the other hand, is the behavior which mirrors another person's actions and behavior. The following forms will stimulate the child's ability to role-play:

Encourage simple action-reaction responses. How would you move if you were blind?

Clip a newspaper account involving a child. Discuss the clipping and ask children to reenact incident recounted.

Talk about TV characters and have children mimic their favorite.

Introduce mime informally: peel an imaginary banana, blow up an imaginary balloon.

Pantomime involves actions without words. A story or scene is depicted solely by bodily action and facial expression — no vocal sound. No hand props are used.

Keep a box filled with pantomime suggestions. When a "time filler" is needed, have a child choose a card from the box and act out what the card says.

Suggested "Starter" Ideas:

Pantomime occupations.

Pantomime emotions.

Pretend to be an instrument.

Act out a dream.

Improvise dialogue to go with photographs.

Create a trick pose for the camera to catch.

Grow from a seed into a magic plant.

Make believe you are a cowpoke, a dancer, etc.

How would you move if you were:

walking on the moon
sloshing through a puddle
chasing a butterfly
climbing a mountain

Draw with your body:

a circle with your nose
a two with your elbow
a smile with your knee
a snowman with your head

Be part of a machine — join your part to someone else's part to make a big machine. Whole class can join. Add the sound effects of your own part of the machine.

Be a robot.

Imagine that you are a crayon. How can you get out of your box? After having been so cramped in that box, you now are free. What will you do?

How does your dog act when hungry? — when you go away?

Move like a very large, sad animal.

Pantomime the poem *Cat:*

The black cat yawns,
Opens her jaws,
Stretches her legs,
And shows her claws.

Then she gets up
And stands on all fours,
Long stiff legs,
And yawns some more.

She shows her sharp teeth,
She stretches her lip,
Her slice of tongue
Turns up at the tip.

Lifting herself
On her delicate toes,
She arches her back
As high as it goes.

She lets herself down
With particular care
And pads away
With her tail in the air.

— by Mary Britton Miller

REFERENCES

Gillies, Emily. *Creative Dramatics for All Children*. Washington, D.C.: Assn. for Childhood Education, Intl., 1973.

Hutson, Natalie B. *Stage*. Stevensville, Michigan: Educational Services, Inc., 1968.

Moore, Karen. *Note*. Stevensville, Mich.: Educational Services, Inc., 1973.

Records

Dance a Story. RCA Victor

Sounds of Animals. Folkways

Sound, Rhythm, Rhyme, and Mime. Folkways

Films in the MCPS Film Library

F 4280	Chairy Tale
F 5419	Communications
F 5730	Foolish Frog
F 4858	Getting Along
F 4864	Guessing Game
F 4859	Holding On
F 5676	The Mime of Marcel Marceau
F 5452	Noises in the Night

E. SEMINAR ON LANGUAGE SKILLS DEVELOPMENT

Language is thought and action — poetic and practical. Language is learned through use, and experiences stimulate the use of language.

Working together, children build a language community in which they give confidence in expressing thoughts and feelings, and grow in language ability. The language community begins in talk — each child's own kind of talk — although it does not end there. Children learn a great deal about using language in social situations as they dramatize, develop plays, formulate reports, and make models.

Language needs content — a rich content to stimulate talk, writing, listening, reading and to suggest ideas, offer experiences, and engage imaginations and feelings.

The acquisition of both language and thought depends on talk. Throughout life, talk is a prime means of organizing and expressing feelings and ideas, interpreting experiences, and communicating with others.

Children should speak and write a great deal about their personal experiences and feelings. This personal, creative mode is the language of self-discovery in which we explore our world and define our place in it.

Acceptance of the way a child speaks is important, but it is not enough. It is the responsibility of the school to provide a wide range of language experiences that develop linguistic and conceptual understandings.

A language program must be open rather than closed. It should foster creative thinking in listening, speaking, and reading and writing.

ORAL LANGUAGE ACTIVITIES

Take a photo of small groups of the class. Tape the discussions of these groups. As tape is played, identify speaker in photo.

Have available some pictures of recording artists children know. Match picture with taped selection of artist. Don't forget Disney characters!

Finish a Rhyme:

The clown is upside ________
The pig is very ____________

Yes or No?

A dog can fly. ________
Birds like to sing. ________
Cookies grow on a tree. ________

I Spy — Describe objects in room and give the beginning consonant of each. Correct guesser gives next object.

Ball Toss — "When you catch the ball, finish what I say." e.g., (oy — toy) (ook — book)

Quiz Panel — Divide into two teams. Leader gives a word and panel members must rhyme.

Lip Reading — Give directions without voice.

Match: Make a set of playing cards with geometric designs or words, two of each design. Deal cards. Each player puts cards face down. In unison, all turn up one card. If a pair is turned up, whoever calls "Match" first, gets pair.

Grocery Shopping: Make a list of things found in a grocery store, using a different beginning consonant for each list. Variation: pack a bag to go on trip.

Month or Day — What objects can be found in the classroom whose name starts with one of the letters in this month's name?

Grow a Story — Leader gives beginning phrase and each child adds additional phrases.

Add a Word — Show a picture. Identify it and have children take turns adding descriptive words; e.g., baby — happy baby — cuddly happy baby.

What's My Line? — One child chooses an occupation without revealing it. Others ask questions to guess what it is; e.g., Do you wear a uniform? Do you use tools? Do you fix things?

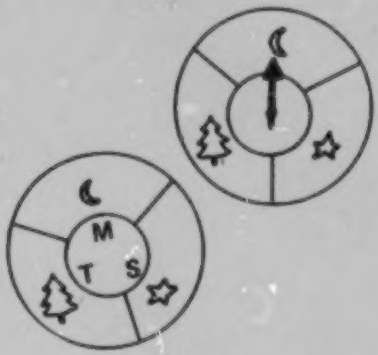
Restaurant — Fill customers' orders by serving pictures of food ordered. Variation: Waiter relays order to cook.

GAMES AND OTHER ACTIVITIES

Picture Stories: Substitute drawing for word.

Draw a scene on the chalkboard. Children take turns writing beginning consonant on objects in scene.

Circle Words — Cut two discs, one larger than the other, and an arrow. Put together with a brad fastener. Call out beginning consonant.



Illustrate a Riddle:

I am orange.
I am black.
I am white.

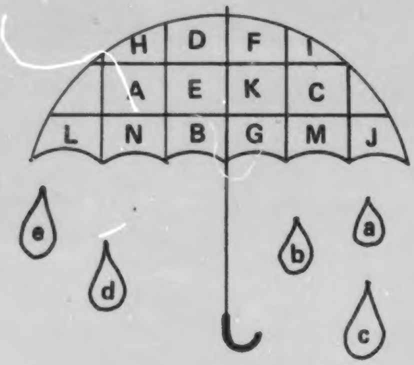
I have a face.
I have four feet.
I scare people.

I make good pie.
I say "Meow."
I say "Boo!"

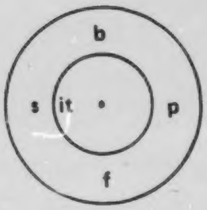
Alphabet Relay: First member of each team walks to chalkboard and writes **A**, returns, gives chalk to second member who does same with **B**, etc.

Jigsaw: Cut up names to be put together. As children advance, use words from sight vocabulary.

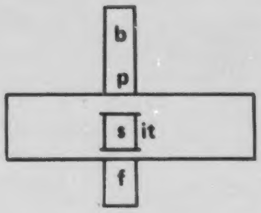
Playing in the Rain: Match capitals and lower case letters. Can be individual work sheet or flannel board activity.



Sound Discs:



or Strip:



Letter Boxes: Label several shoe boxes with consonants. Have a collection of small objects to be classified into proper boxes.

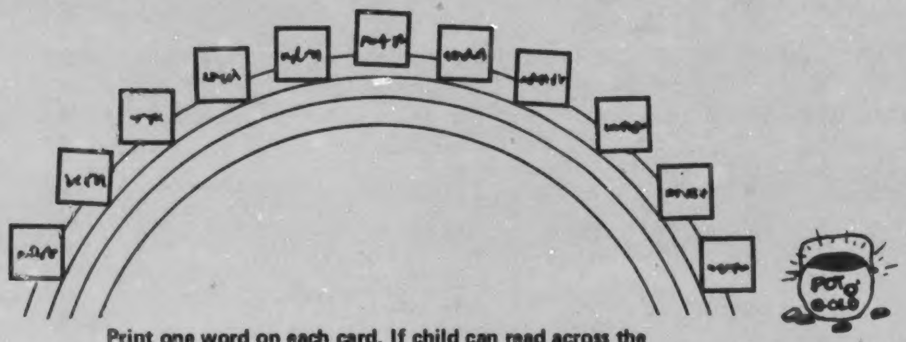
Signs: Reproduce commercial signs for use in room — Caution!; Do Not Disturb; Quiet, Please; etc.

Conversation Starters: Newspaper pictures and articles about animals, people, transportation, sports, holidays, etc.

Hint for storing charts and experience stories of class: Fasten with plastic clothespins to a coat hanger and hang them up!

Try daily planning, like a news broadcast of what's happening in the classroom.

Collage: Using students' own writings or dictations, delete words. Give picture clues for deleted words.



Print one word on each card. If child can read across the rainbow, he/she gets a reward from the pot o'gold.

Variations: climb the mountain, go down the slide, etc.

REFERENCES

MCPS. *Program of Studies,* Vol. I, 1976.

MCPS Bulletin No. 180. *Writing in the Elementary School.*

MCPS Bulletin No. 246. *Comprehension,* Vol. II, 1974.

MCPS Bulletin No. 246. *Prereading,* Vol. III, 1975.

Platts, Mary E. *Spice.* Stevensville, Michigan: Educational Services, Inc., 1960.

Language Skills, Vol. III of the series. Threshold: Early Learning Library. New York: Teachers Publishing Corp., 1970.

Films in MCPS Film Library

F 5807	A Is for Alphabet
F 5715	Dictionary for Beginners
F 5764	Find the Vowels
F 6104	Frogs Are Funny, Frogs Are Fat
F 5865	Let's Make Up A Story
F 2536	Let's Write A Story
F 5450	Monkey See, Monkey Do
F 5587	The Perils of Priscilla
F 6224	Shout It Out Alphabet
F 6103	Squirrels Are Up, Squirrels Are Down
F 5509	The Thinking Book
F 6359	Z Is for Zoo

F. SEMINAR ON LEARNING DISABILITIES

A learning disability refers to one or more significant dysfunctions in essential learning processes, requiring special educational techniques for remediation.

Children with learning disabilities generally demonstrate a discrepancy between expected and actual achievement in one or more areas such as spoken, read, or written language; mathematics; and spatial orientation. The learning disability is not primarily the result of sensory, motor, intellectual, or emotional handicap, or lack of opportunity to learn.

Classroom management is important to the success these children have in the instructional program. Controls imposed by the teacher both support and maintain those children who are unable to use self-control. It is important to establish routine schedules.

Those working with children with learning disabilities may benefit from the following suggestions:

1. Be consistent.
2. Give directions that are simple and clear-cut.
3. Use few words.
4. Keep the physical environment and atmosphere constant.
5. Plan an uncluttered room, with auditory and visual distractions kept to an absolute minimum.

As a result of activities provided for children with specific learning disabilities, an atmosphere is created whereby children can:

develop self-confidence, self-acceptance, and a positive self-image

develop good human relationships

learn to cope with more distractions — both visual and auditory

become able to assume increasing responsibility for their own behavior, both academic and social

improve in competency in academic skills

be able to use all their senses in investigating their environment

be able to comprehend and express themselves effectively in both oral and written language

achieve successfully through their own style of learning

become less reliant on concrete manipulative materials

become capable of using abstract thinking

develop an appreciation for creative expression

be able to evaluate themselves and others realistically

Remember, these children need to build confidence. Be certain they succeed by careful planning, breaking each task into its smallest parts. Work in successive steps to a more difficult level.

SUGGESTED ACTIVITIES

To Help Develop Visual Perception

Have the child reproduce increasingly difficult designs and patterns by stringing beads, block designs, peg board patterns.

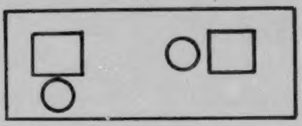
Assemble a kit of like objects in different sizes: buttons, scissors, pencils, safety pins, spoons, spools, etc. Find the big button, little pencil, etc.

Prepare 12x6 cards, drawing on each card one big circle and one small circle, diminishing the size difference between circles on each card. Use as flash cards, asking the child to point to the largest circle.

On an opaque projector, draw two circles — one big and one little. Project the image on the chalkboard. Ask the child to trace the circles — first with a finger, then with chalk. Later, use varying geometric shapes (large circle, small triangle) to distinguish size difference regardless of shape.

On flannel board or magnetic board, follow directions for over and under, etc., e.g., "Put the circle over the rabbit."

On opaque projector, make:



Trace the square that is over the circle. Variations: Using different diagrams, cover concepts of under, beside, in, first, last, in the middle.

Put a masking-tape ring on the child's right hand ring-finger. Have the child then follow given directions: e.g., "Knock on the door with your right hand, touch the chair, and sit down." You can also mark the left shoe with tape; e.g., "Tap your left foot once, kneel on the bean bag on your left knee, and stand up."

Layout a toy train track in the shape of a T, facing the child. Send the train up the track and turn right (or left).

Tape a T-shaped street on the floor. Have the child crawl up the street and turn right, back up, turn around, etc.

Cut out large wooden geometric shapes. Then put a mask on the child. Have the child trace each shape one by one with his/her hand, and identify the shape.

Variations: Form shapes of wire or sandpaper glued on cardboard.

Pop the Balloon: Draw balloons and print sight vocabulary words in each balloon. A child who can read the word pops (erases) the balloon. Variation — Blow out candle on birthday cake.

Draw a road on the floor, divide into blocks, write words in blocks. Child can move a space if he/she can read the word.

Treasure Hunt: Have a set of cards giving varied directions. Place some cards around the room, and keep some at the starting line. Ex.:Child draws card "Run to the sink." At the sink, the next card may say "Walk to the piano." Eventually the child is led by directions to "Treasure."

Prepare mounted magazine pictures of faces. Child makes pairs of happy faces, sad faces, etc.

Variation: Match saucers to cups, tails to kites, etc.

To Help Auditory Perception

Have children tape record school sounds for others to identify. Children might also be asked to identify sounds on adult-made tapes of home, town, zoo, etc.

Tape the classroom sounds when children are unaware; playback later for identification of activities, people, etc.

Have child reproduce rhythmic pattern tapped by pencil or clapped or played on a musical instrument. Instruments can also include dynamics of loud and soft, slow and fast, high and low.

Collect items for a Sound Box of items to identify without looking — rubber toy squeaking, money jingling, stones rattling in a can.

Tape a number line on the floor. Give directions, as: Go forward 4 steps. Name that numeral. Back up one step. Name that numeral. Go forward 5, etc.

To Help Body Image and Physical Development

Animal Stunts: crab, bear, inchworm, duck, frog

Mirror: One child mirrors movements of partner.

Action words to act out — Cut out and mount pictures suitable for actions: jump, run, hop, skate, march, etc. Print word under picture. Make a duplicate card with word only. After matching cards, child does what it says. Fine muscle coordination — thread yarn through spools, balance small objects on end, build stairs from blocks.

Using mats: Log roll
Roly Poly

Starting from: Fetal position

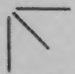
Slide left leg out and back.
Slide right leg out and back.
Slide left arm, etc.

Flat on stomach

Raise head.
Look left.
Look right.
Lower head.

Flat on back

As a prizefighter, make a fist and punch out with left arm; then relax. Repeat for right and for kicking with legs. Stretch arms and legs, relax; stretch, relax.

Tape sandpaper lines on desk. 

After the child sees the lines, put a mask on him/her; and guide the child's hand over (→), down (↓), and slant (↘). Using these directions and circle ○, give step-by-step directions for forming letter: down, slant, down = N.

Same procedure works for numerals and geometric shapes.

Put a masking tape-line on floor. Mark off in feet or metric measurement.

> How many feet can you walk without going off the line?
> How many feet can you jump? Hop?

Add a parallel line.

> How many feet can you walk with your feet staying on the road but with your eyes closed?

Tape an 18" square on floor. How many seconds can you balance on one foot? Hop without leaving the square?

2	3
1	4

REFERENCES

McCarthy, James J., and McCarthy, Joan F. *Learning Disabilities.* Boston: Allyn and Bacon, 1969.

MCPS Bulletin No. 236. *Specific Learning Disabilities Handbook,* 1970.

Films in MCPS Film Library

F 4864	Guessing Game
F 1648	How Far
F 5685	In, Out, Up, Down, Under, Over, Upside Down
F 4807	Learning with Your Ears
F 4808	Learning with Your Eyes
F 4357	Learning with Your Senses
F 5431	Visual Perception and Failure to Learn
F 5432	Visual Perception Training in the Regular Classroom
F 5386	Early Recognition of Learning Disabilities

G. SEMINAR ON MATHEMATICS

The instructional program in mathematics should help each student to:

1. Acquire an understanding of the basic mathematical structure, language, and principles

2. Develop understanding and basic skills in

    a) computation
    b) using vocabulary and symbols of mathematics
    c) reading and interpreting mathematical data
    d) measuring
    e) solving problems

3. Understand the significance of mathematics in daily living and appreciate its contributions to our cultural heritage

At the kindergarten level, mathematical learnings are informal. The beginnings of concepts and understanding are being developed. Children profit from a variety of direct, first-hand sensory experiences. The main objectives covered with this age child are:

1. Comparing two sets of objects (same size, larger, smaller)

2. Constructing sets with one more, one less

3. Using number names with sets of objects

4. Counting objects

5. Ordering sets from smallest to largest

6. Reading numerals

7. Becoming familiar with common geometric figures

8. Comparing common geometric figures (size, shape)

Activities and Games

Place a picture line on the wall or on the floor. Have children say how far they can reach, jump as "I jumped over four pictures."

Ask: How many games do you know that use numbers? (hide and seek, scoring games, hop scotch)

Ask: How many fingers rhyme with shoe? door? plate? hen?

Have a shoe store. Compare sizes — as "longer than Joe's," "shorter than Mary's." Compare different size shoe boxes and shoes.

Make a clothing thermometer to show what kinds of clothes to wear in warm or cold weather. Paste pictures of clothing up and down the scale. Use elastic or ribbon for center strip. Adjust strip to show what to wear.

Different units of measure — lengths of string, straws, toothpicks, rulers. Estimate length of table, book, etc. Then measure.

Cut outlines of people from sturdy cardboard. Cut clothes for these figures from real material. Students manipulate these pieces to find all the ways this "person" can dress.

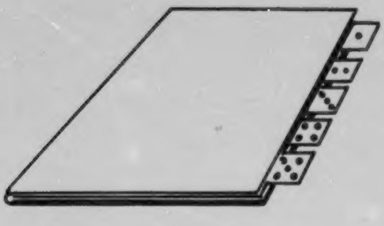
Play: I'm thinking of a number between 5 and 7 — or that comes before 4 or after 9, etc.

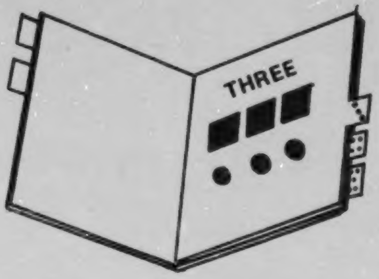
Mail Box: Set up blocks or boxes labeled with house numbers. Write the same numbers on envelopes. Shuffle envelopes and have child deliver the mail.

Bounce the Ball: Choose a leader who bounces the ball any number of times from 1 to 10 (or 1 to 20, etc.), then calls on a child to clap that number of times. If he/she answers correctly, that child becomes the new leader.

Circus Ponies: Choose one child to be ringmaster and 10 to be ponies. Hang numbers around their neck on large cards. Ponies then trot until ringmaster calls a number. They stop and that pony must stomp the correct number.

Make a number dictionary with index tabs:

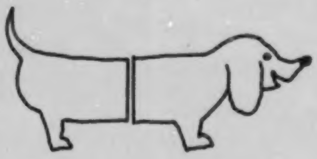


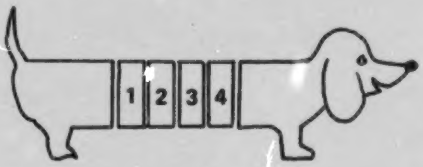


Number Action: Write on board such words as jump, hop, and clap; or illustrate with stick figures. As you point to a word, also hold up a card with a number. Children do that action that number of times.

Magic Number: In a box, put a number of paper clips or beans. Next to the box, put blank pieces of paper and an empty box. In free time, children count the items, write the magic number on a piece of paper, and put the paper in the empty box. At the end of the day, count the items with the class and count the slips of paper to see how many slips had the correct magic number.

Long Doggie: Draw a dachshund on tag board. Cut it out and cut it in half. Make number cards from 1 to 10 the same vertical measure as the dog's body. By adding cards in correct order or according to oral directions (add the number that comes before 4, etc.), children can make the dog grow.





Five in a Row: Call five people and give them each a number. Give directions such as:

> Will the second person clap five times?
> Will the fourth person touch one foot?

Changing Shape: Fill an 8 oz. measuring cup with water. Transfer water to one-half pint bottle, then to a milk carton, then to a mayonnaise jar to show that different containers hold equal quantities.

Learn and play *Ten Little Snowmen:*

Ten little snowmen were standing in a line.
The first one melted, and then there were nine.
Nine little snowmen were standing tall and straight,
The second one melted, and then there were eight.
As eight little snowmen heard the clock strike 'leven,
The third one melted, and then there were seven —
Seven little snowmen all with arms made of sticks.
The fourth one melted, and then there were six.
Six little snowmen stood looking quite alive.
The fifth one melted, and then there were five.
Five little snowmen had mittens from the store.
The sixth one melted, and then there were four.
Four little snowmen stood beneath a green pine tree.
The seventh one melted, and then there were three.
Three little snowmen had pipes and mufflers, too.
The eighth one melted, and then there were two.
Two little snowmen were left standing in the sun.
The ninth one melted, and then there was one.
When that one little snowman knew that he was left alone,
He started out to run-run-run, and then there was none!

— Anonymous

Days-of-the-Week Jingle:

Sunday shakes hands with Monday,
Who bows to Tuesday,
Who's next to Wednesday.
Thursday says "Hi" to Friday,
Who turns to Saturday
To make a week.

— Traditional

Bureau of Missing Numbers:

> Attention all detectives! We have a missing number. It has an older sister Four and a younger brother Two. Can you identify it?
>
> Attention all detectives! We have a missing number. It was last seen between 7 and 9. Can you identify it?

REFERENCES

Lorton, Mary Baratta. *Workjobs: Activity-Centered Learning for Early Childhood Education.* Menlo Park, Calif: Addison-Wesley, n.d.

MCPS. *Program of Studies.* Vol. I, 1976.

MCPS. Bulletin #285. *Elementary and Pre-Algebra Mathematics Objectives.* (An instructional guide for this publication will be available in the Fall 1977.)

Payne, Joseph (ed.). *Mathematics Learning in Early Childhood.* 37th Yearbook. Washington, D.C.: National Council of Teachers of Mathematics, n.d.

Platts, Mary E. *Plus.* Stevensville, Michigan: Educational Services, Inc., 1964.

Films in MCPS Film Library

F 2872 Dance Squared

H. SEMINAR ON MUSIC

Music serves many functions. It brings beauty to our lives, helps children express feelings, provides a means of recreation, relieves tension, and adds an aesthetic awareness of the world around us.

A music program should expose children to the various elements of music — melody, rhythm, harmony, form, and expressive qualities and involve children in the music skills of listening, singing, creating, playing, and moving.

The elements of our county program and objectives for children of kindergarten age are:

Singing — The child is learning to sing in tune, sing several songs from memory, sing expressively, and sing for enjoyment.

Listening — The child is beginning to develop good listening habits; listen for specifics; recognize some instruments by sight and sound; identify specific kinds of music; and identify a few compositions by name.

Playing — The child is given opportunities to explore a variety of instruments, to produce a good sound on these instruments, and to choose appropriate instruments to accompany songs and activities.

Moving — The child is learning to maintain a steady rhythm, move freely to music, interpret music through body movement.

The child is developing a positive attitude toward music, participates willingly, and is enthusiastic.

Several kinds of music, movement, and dramatic expression take place in a classroom. Some are initiated by the teacher:

Learning traditional songs and games (seasonal, holiday, etc.)

Activities related to curriculum areas (weather, animals, etc.)

Activities for practicing language and number skills (rhyming, counting)

Opportunities for original expression (trips, parties)

Songs and rhythmic movement for pure pleasure

Activities to strengthen awareness of musical concepts (pitch, tempo)

Making and playing instruments

Some are initiated by the children:

Individual hums or movement during other activities

Spontaneous group chants

Improvised sound-making with unconventional materials

Preparation Strategies

Have records, record player, props, and instruments accessible.

Plan quickest way to rearrange room for more space.

Establish a meeting place to which children can return after they have dispersed for movement.

Caution group about any "off limits" areas or activities.

Establish a clear and consistent signal to indicate "Stop" or "Come back."

Choose songs with few words but strong melodies and rhythmic repetition.

Keep sessions informal and flexible with content of interest to children.

Props can suggest interesting approaches and help child become aware of his/her own body moving in space.

Some effective props are:

- crepe paper streamers
- silky scarves
- colored rope
- plastic tubes
- feathers
- balloons
- stretchy fabric
- narrow strips of cloth
- hoops
- ribbons

Musical materials include rhythmic sound and motion of the child's own body, as well as traditional instruments. They also include the surrounding environment as sources for sound and props for enriching movement experiences.

Activities

There is rhythm in your name. Let's clap your name. (Expand later on to guessing whose name was clapped, playing child's name on an instrument.)

Let's play "Echo" — Echo a clapped rhythm pattern; echo a melody. Children take turns being the original and the echo.

High and Low — Put bare tree outline on bulletin board and give each child a leaf. When you play a high note, child fastens leaf on tree. When you play a low note, leaf is put on ground.

Mountain Climbing — On xylophone, play a scale and have children show on chalkboard whether they are climbing up or down the mountain.

Guess What — Display instruments; then choose one to play while children turn around. Guess which instrument is being played by only the sound.

Make Your Own Instrument — Put out assorted materials for child to create own instrument. Suggested materials: dowels, boxes, cans, tubes, rubber bands, bottle caps, beans, rice, etc.

Take-off on Commercials: Substitute own words for jingle already known; e.g., the Campbell's Soup song becomes: "Yum-yum good; yum-yum good. That's what (child's name) is — Yum-yum good!"

Substitute with familiar tunes: e.g., Where, oh, where has my little dog gone! —

Where, oh where has my friend (child's name) gone?
Where, oh where can he be?
With his hair of brown and his shirt of blue
Oh where, oh where can he be!
(Useful in drawing back the stray to the group)

Suggested songs (in addition to the usual favorite nursery rhymes and seasonal and holiday songs)

A-Hunting We Will Go
Aiden Drum
All Night, All Day
Are You Sleeping?
Battle Hymn of the Republic
Bingo
Down by the Station
Hush Little Baby
If You're Happy
Kookaburra
Little Red Caboose
Little White Duck
Marching to Pretoria
Michael Finnegan
My Hat
Shoo Fly
Six Little Ducks
This Land Is Your Land
This Old Man
Yankee Doodle

Action Songs

Allee Allee O
Cuckoo Bird
In A Cabin
Lassie
Exercise Song
Farmer in the Dell
Follow, Follow Me
Looby Loo
Round the Mountain

Singing Finger Plays

The Crocodile
Eency Weency Spider
Five Little Chickadees
Five Little Speckled Frogs
Thumbkin

Recordings (for Listening and Movement)

Babes in Toyland — Herbert
Carnival of the Animals — Saint-Saens
Children's Corner Suite — Debussy
Nutcracker Suite — Tchaikovsky
Peter and the Wolf — Prokofieff
Sleeping Beauty — Tchaikovsky
Marches — Sousa

REFERENCES

Montgomery County Public Schools. Bulletin No. 212, *Guiding the Musical Growth of Young Children.*

Moore, Karen. *Note*. Stevensville, Mich.: Educational Service, Inc., 1973.

Montgomery County Public Schools. *Program of Studies,* Vol. 1 or Vol. 2, 1976.

Films in MCPS Film Library

F 4451	Discovering the Sound and Movement of Music
F 5730	Foolish Frog
F 6118	Music to Learn About People
F 6117	Music to Tell a Story
F 4784	Percussion
F 4791	String Sounds
F 4786	What Is Music?
F 4443	What Is Rhythm?

I. SEMINAR ON PHYSICAL EDUCATION

Physical education has as its objectives for kindergarten children:

> To develop skills in basic movement such as walking, skipping, hopping, galloping, running, bending, stretching, crawling, sliding, pulling, pushing and climbing
>
> To develop basic movement skills to appropriate rhythm
>
> To begin to improve in perceptual-motor skills
>
> To participate in domestic and foreign folk dances as well as in free and creative rhythms and dance activities
>
> To begin to play cooperatively with others, and to develop an understanding and respect for the rights of others

It is important to keep several things in mind when working with kindergarten children:

> Directions must be simple.
>
> Alternate vigorous, physical games with more restful activities.
>
> Encourage cooperative group activity. Children need to learn to take turns and to share with others. It is not too early for children to learn that winning, losing, or being caught should be done "with grace."

Suggested games and activities:

Story Plays

Caterpillar (adapt to fingerplay or body action)

A fuzzy orange caterpillar
Climbed upon a twig,
And there he spun a gray cocoon
That wasn't very big.
And there he stayed all snug and warm
Until one sunny day,
The gray cocoon just opened up
And there, so bright and gay,
A butterfly with orange wings
Flew merrily away.

— Unknown

Let's Go Fishing

Put on your hip boots and lace them all the way up.
Put on your rubber coat.
Reach up over the fireplace and get your fishing pole and net.
Open the door, and go outside.
Let's run down to the stream. Be sure to pick those heavy boots up high.
We're here! Let's wade into the stream.
Be very quiet so we don't scare the fish.
Spread out so we don't get hooked together.
Put your bait on the hook very carefully.
Put your rod over your shoulder and cast your line.
Do you feel a fish biting? Reel it in.
Now get your net out and catch the fish as you pull it in.
How big is it?
Put it in your container and let's try to catch some more.
It's time to get these fish home so we can have dinner. Let's run home.
Take your boots and jacket off, and place your fishing pole back up over the fireplace.
Now let's sit down and rest.

— Unknown

(Adapt "Fishing" to helping the fireman, etc.)

Lion Hunt

Once upon a time in a village in a jungle lived a chief, whose name was Ho Ho Ho, and his wife, whose name was Ha Ha Ha. They lived very happily in their village in the jungle until along came a lion. Now, the people of the village knew they had to get rid of that lion, so they asked Chief Ho Ho Ho to go out and catch the lion.

Early the next morning Ho Ho Ho said good-bye to his wife Ha Ha Ha, and they opened the gates of the village (open folded arms) and let him out and closed the gates behind him (fold arms).

He started down the path through the jungle (slap hands on knees). It was a beautiful, sunny day and the flowers were so pretty that he stopped. He sniffed the flowers on the right of the path (sniff) and he sniffed the flowers on the left of the path (sniff). But this wasn't catching that lion! He'd better get on his way.

Further into the jungle, the path disappeared. There was nothing but tall, tall grass. In the tall, tall grass, his feet went swish, swish, swish (slide hands back and forth against each other). He stopped. Lions like to hide in tall grass. He listened to the right (hand behind ear) — no lion. He listened to the left (other ear) — no lion. He listened straight ahead (both ears) — no lion. So on he went — swish, swish, swish.

Soon he came to the edge of the grass, and there was a swamp. In the thick, gooey mud of the swamp, his feet went slurp, slurp, slurp (pull hands up from knees).

At the edge of the swamp was a river (wavy motion with hand) and in the river was a crocodile (both hands slap open and shut). How was Ho Ho Ho going to get across! No bridge, no boat! Maybe he could swim across. He started down the bank (walk hands down legs), but he could tell he wasn't going to make it. So he backed up (back hands up) and he thought. Perhaps if he backed up as far as he could, ran down the bank as fast as he could, dived in as far as he could, and swam as fast as he could, he could get to the other side before the crocodile got him.

So he backed up (back hands up legs), ran (move hands rapidly to knees), dived in (pretend to dive) and swam and swam and swam (pretend to swim); and he just got to the other side before the crocodile got him!

But was he tired! He sat down by a tree to rest (lean back). He looked up at the tree. You know, you can always see farther from up high! So he climbed up the tree (hand over hand) and he hung on and looked to the right (one hand over eyes peering to right, other hand hanging on) — no lion. He hung on and looked straight ahead — no lion; but he did see a hill with some caves. Lions like to hide in caves.

He climbed down the tree (hand over hand) and started down the path (slap hands on legs). Soon he came to another river (wavy motion with hand), but this one didn't worry him because it had a bridge. On the bridge his feet went thump,thump, thump (beat fists on chest). Then on down the path (hands on legs again) until he came to the hill where the caves were. Now he went very softly. If that lion is up there, he doesn't want it to hear him coming.

He crept up the hill to the first cave. He got down (lean over) and he looked inside to the right (hand over eyes and peer to right) — no lion. He got down and he looked to the left (reverse hands) — no lion. He got down and he looked in straight ahead — no lion.

So he went on up to the second cave (Repeat process for each cave and add as many caves as children's mood will take. At appropriate time, instead of calmly saying "No lion," *YELL* "LION!!" — On way back, repeat previous motions rapidly.)

Lion!! He ran back down the hill — across the bridge — up the tree and down the tree — across the river — through the swamp — slurp, slurp, slurp, through the grass — swish, swish, swish — down the path and they opened the gates to the village and let him in and they slammed the gates shut!

And do you know where the silly old lion was? Running so close behind that when they slammed the gates, it bumped its nose! That scared the lion so, it ran away and never came back.

And Chief Ho Ho Ho and his wife Ha Ha Ha lived happily ever after.

— Traditional

Rhythmic Activities

Stunts: Puppy dog run, bear walk, elephant walk, rabbit jump, gorilla walk, roly-poly

Horizontal ladder — hang like a pencil, ride a bike while hanging, scissors legs

Hop like a bouncing ball.

Turn like a soldier.

Bend like a tree in a storm.

Jump stiff, jump and turn, etc.

Run in different directions — backwards, sideways.

Run happy, sad, tired, etc.

Run and do something with your hands (head).

Your partner is a ball and you are the bouncer.

Bean Bags:

Toss and catch.
Toss, clap, and catch.
Toss, turn, and catch.
Toss with one hand, catch with other.
Hold bean bag between your knees and jump.
Schnozzle: have target be nose of a clown (cat, jack o'lantern).

Form body into original (or geometric) shape and move, keeping that shape.

Toy Store Balls — "Someone upset a big carton of balls, and they are bouncing all over the store until they roll to a stop."

Active Games

Tap
Poor Kitty
Hot Seat
Seat Ball
Run Rabbit Run
Air Balloon
Gorilla
Cat and Mouse
Lost Child
Dog Catcher
Mouse Trap
Superman

Relays

Paper Bag — Blow up bag, run to opposite side, break bag, and return.

Shoe Box — Run regular relay with feet in shoe boxes shuffling or sliding along.

Balloon — Crawl and blow a balloon ahead of you to opposite side of room.

Ball Games

Circle Ball
Roll Keep Away
Magic Ball
Dodge Ball
Stop! I Want My Hat!

Air Balloon — Form two circles and see which group can keep the balloon up by tapping it.

What to Play: To tune of "Mary Had a Little Lamb," substitute child's name:

> "Show us what to play, ______"
> etc.

REFERENCES

MCPS. *Program of Studies,* Vol. 2, 1976.

MCPS. Bulletin No. 196. *Physical Education (K-6).*

MCPS. Bulletin No. 223. *Elementary Gymnastics.*

MCPS. Bulletin No. 260. *Sports Skills and Conditioning,* Grades K-6.

Roy, Mary M. *Action.* Stevensville, Michigan: Educational Services, Inc., 1967.

Films in MCPS Film Library

F 6191	All the Self There Is
F 5685	In, Out, Up, Down, Under, Over, Upside Down
F 4131	Playground Safety
F 445	Rope Jumping
F 6546	Rhythm, Rhythm Everywhere
F 5718	Safe Living at school
F 5824	Tumbling — Primary Schools

J. SEMINAR ON SCIENCE RELATED ACTIVITIES

The science curriculum today is concerned with helping the child understand the basic processes of science through activities that help him/her to see how knowledge is developed and verified.

In the early years, science is an integral part of everyday classroom activities. The special significance of science is the use of a particular mode of inquiring. This technique helps children to:

Observe carefully and accurately
Phrase significant questions
Make comparisons
Look for cause and effect relationships
Make inferences and predictions

Experiences are provided to help children develop the concept of *object*, to recognize the properties of object, and to understand the influence or effect objects have on one another. The program should be concerned with the appropriate use of instruments that will extend the range of the senses.

Science Related Activities

Smelling: Prepare a collection of various scents in small bottles or plastic containers. Examples are pine, mint, dried foods, clove and other spices, vanilla, hay, perfume. Scents can be classified and identified.

Hearing: Prepare a tape of various sounds to be identified such as running water, sawing of wood, pounding of hammer, mowing the lawn, clock ticking.

Lighting the bulb: Give small groups of children two dry cell batteries, a small light bulb, and electric wire. Explain that they are to try to light the bulb. Let them find out for themselves how to do this, giving some hints but not telling them what to do.

Shadows: Have children draw (outline) each other's shadows with chalk on the blacktop, marking their feet positions. Repeat in identical position later in the day to observe the change in their shadows.

Making Butter: Pour cream which has been warmed to room temperature into a large lidded jar. As children take turns shaking the jar, they can see the cream changing. When finished, rinse the butter in cool water, salt lightly, and serve on crackers.

Parachutes: Using a 12" length of plastic wrap, punch holes in the four corners. String yarn through holes at either side, forving two loops. Make a pipe cleaner figure to fasten into the two loops.

Leaf prints: Cover underside of a leaf with vaseline. Place this side down on clay slab or tray of damp plaster. When impression has been made, remove leaf.

Make rain: Fill a saucepan with ice and hold it over a boiling teakettle. As the steam hits the cold saucepan, the vapor will condense into large droplets which fall like rain.

Caution: Review safety rules with teacher.

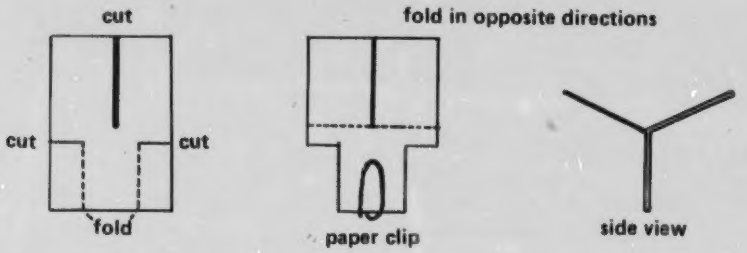
Caterpillar Finger Play:

Roly-poly caterpillar (Walk finger across palm.)
Into a corner crept (Close hand over finger.)
Spun around himself a blanket (Make a winding motion.)
Then for a long time slept (Close eyes.)
Roly-poly caterpillar
Wakening by and by (Open eyes and stretch.)
Found himself with beautiful wings (Put thumbs together and flutter fingers.)
Changed to a butterfly! (Fly hands away.)

Simulated moon surface: Half fill a cake pan with very soft plaster. Throw several marbles of different sizes in and then remove them to make craters. When the plaster is hard, sprinkle with clay dust.

Constellation box: Poke holes in the bottom of a round salt box in the shape of a constellation. Shine a flashlight through it onto the ceiling or wall.

Helicopter:



Plants: Force a hyacinth bulb by planting it outside in a pot. Dig it up in January; and bring it inside to a warm, dark spot. Yellow leaves will appear. Move to a sunny window ledge and watch leaves turn green.

Bird Feeder: Cut openings on two sides of plastic jug (milk or bleach). Weight bottom with pebbles before adding seeds.

String Cheerios to make a caterpillar.

Make vegetable dyes: Boil plants in water and cool.

golden rod — yellow
onion skin — yellow
beets — red violet
dandelion roots — red
blackberries — blue
sunflower seeds — blue
walnut hulls — brown
rhubarb and spinach leaves — green

Celery: Place a stalk of celery in jar of water tinted with food dye (not red). Color will rise up to leaves.

Salt or Charcoal Garden: Grease top rim of bowl or dish. Lay several charcoal briquets in bottom. Pour over briquets the following mixture: 2 tablespoons salt, 2 tablespoons bluing, 1 tablespoon ammonia. Be CAUTIOUS with ammonia!

Vinegar Tricks:

Egg in a bottle: Use a milk bottle and a hard boiled egg. Place egg in a glass or ceramic pan of vinegar. Do not remove shell. After several days the shell will soften and the large egg will soften and the large egg will squeeze through bottle opening.

Tie a bone in knots: Put several rib bones or a wish bone into a pan of vinegar for about a week. The bones will become soft enough to twist and tie.

Starch Detective: With an eye dropper, drop iodine onto slices of vegetables (potato, carrot, etc.). If the vegetable contains starch, it will turn blue.

Cooking experiences offer many benefits to young children. Children develop an awareness of nutrition and develop skills in language, math, science, safety, and courtesy. They learn about the origin of foods and how they grow. They have opportunities to plan, observe, cooperate, and share responsibilities.

Science skills are developed as children observe contrast, color, texture, size, and shape. As they cook, they learn about liquids, vapors, solids, and the effects of temperature on foods. On many occasions, they can plant and grow the food they are going to eat. Before *any* cooking activities, review precautions with both the teacher and children.

Recipes are many and varied. The following ideas are helpful, year 'round suggestions.

In the fall:

Try Italian pizza near Columbus Day.
Make an apple dessert on Halloween.
Indian pudding or pumpkin pie is great for Thanksgiving.
Make a food gift to take home in December.

In the winter:

Make stone soup.
Make Sweet Potato Pie on Martin Luther King's birthday
Egg Foo Yung is right for Chinese New Year.
Bake valentine gingerbread cookies.
Biscuits are good on George Washington's birthday — or any day.
Try pancakes on Shrove Tuesday.

In the spring:

Bake Irish Soda Bread on St. Patrick's Day.
Bake a treat for Mother's Day and Father's Day.
Have a picnic for Memorial Day.
Create a star cake for Flag Day.

RECIPES FOR ABOVE SUGGESTIONS:

Easy Italian Pizza

English muffins
Tomato sauce
Parmesan cheese
Mozzarella cheese

Top each muffin half with about 2 teaspoons of tomato sauce and 2 teaspoons grated mozzarella cheese. Sprinkle with parmesan cheese. Bake 15-20 minutes at 350° F.

Indian Pudding

4 cups milk
2/3 cup molasses
2/3 cup yellow corn meal
1/3 cup brown sugar
1 teaspoon salt
3/4 teaspoon cinnamon
3/4 teaspoon nutmeg
1/4 cup margarine

Preheat oven to 300° F. Heat 3 cups of milk and molasses in saucepan. Combine dry ingredients. Gradually stir into hot liquid. Add margarine. Cook over low heat, stirring frequently until mixture thickens, about 10 minutes. Pour into greased 2 quart baking dish. Pour remaining cup of cold milk over pudding. Do not stir. Bake for 3 hours.

Stone Soup

Show MCPS movie #0929 *Stone Soup* or read the book *Stone Soup* by Marcia Brown. Follow directions in story, making substitutes to suit your situation and supplies. Bouillon cube makes an excellent "stone" and gives flavor to soup.

Sweet Potato Pie

Preheat oven to 450° F.

Crust:

Mix together 1/2 cup finely chopped unsalted nuts (walnuts, pecans, almonds), 1 cup whole wheat flour, and 1/4 teaspoon salt. Blend in 5 tablespoons soft margarine. Press into 9 inch pie pan.

Filling:

2 pounds yams
1/2 cup margarine
1 teaspoon cinnamon
1/2 teaspoon ginger
1/8 teaspoon salt
1/2 cup brown sugar
3 eggs, separated
1/4 cup lemon juice
1/2 cup milk

Boil yams until just done, peel and mash. Add margarine, spices, salt, and sugar. Beat until light and smooth. Beat egg yolks until light and add to yam mixture. Stir in lemon juice and milk, mixing well. Beat egg whites stiff and fold into mixture gently. Pour into pastry shell and bake at 450° F for 10 minutes. Reduce heat to 350° F and bake 25 to 35 minutes longer or until pie is puffed up and firm in middle.

Egg Foo Yung

1 med. green pepper, chopped
1 med. onion, chopped
1 cup cooked shrimp, chopped
1 can (5 oz.) drained sliced water chestnuts
1 cup bean sprouts, drained
2-3 teaspoons soy sauce
5 eggs
peanut oil

Heat enough oil just to cover bottom of heavy skillet. Saute green pepper and onion until tender. Stir in shrimp, water chestnuts, bean sprouts, and soy sauce. Heat mixture and remove from heat. Beat eggs until thick, about 5 minutes. Blend shrimp mixture into eggs. Heat additional oil to cover bottom of skillet. Pour mixture from ladle into skillet, forming patties. When brown on one side, turn and brown other side. Serve with Hot Soy Sauce: make paste of 2 tablespoons cornstarch, 1/4 cup cold water. Stir into 2 cups boiling bouillon and 2 tablespoons soy sauce. Cook until clear.

Valentine Gingerbread

- 1 cup margarine
- 1/2 cup sugar
- 4 cups whole wheat flour
- 1 teaspoon ginger
- 1/4 teaspoon cloves
- 1/2 teaspoon salt
- 1/4 teaspoon mace
- 3/4 cups dark molasses

Preheat oven to 300° F. Cream sugar and margarine. Add sifted dry ingredients alternately with molasses. Roll on floured board. Cut into shapes. Bake at 300° F for 30 minutes.

Irish Soda Bread

- 2 cups whole wheat flour
- 1 cup enriched flour
- 1-1/2 teaspoon salt
- 3/4 teaspoon soda
- 1/2 cup corn oil
- 1/4 cup brown sugar
- 1/4 cup molasses
- 1 egg
- 1-1/2 cups sour milk
- 1-1/2 cups currants
- 1-1/2 cups raisins

Preheat oven to 325° F. Sift or mix together dry ingredients. Cream oil, sugar, and molasses together. Beat in egg. Add alternately dry ingredients with sour milk. Stir in fruit. Pour into greased 8 x 4 x 2-1/2" pan. Bake about 75 minutes.

Soft Ice Cream

- 2 pans that fit inside each other
- metal spoon
- crushed ice — 4 quarts
- rock salt
- 3 eggs
- 2 cups brown sugar
- 1 teaspoon salt
- 2 15-ounce cans evaporated milk
- 2 teaspoons vanilla

Beat eggs. Beat in sugar and salt. Stir in milk and vanilla. Pour into smaller of two pans. Put ice sprinkled with rock salt in largest pan. Set pan with mixture on top of ice and stir as mixture freezes.

Snack Ideas

Celery Wagons: Stuff celery with peanut butter and secure carrot disc wheels with toothpicks.

Fruit Kabobs on toothpicks (also vegetables)

Funny Faces: Cut bread with cookie cutter; spread with cream cheese; add face of raisins, pimento, nuts, etc.

Stuffed Prunes — Pit and stuff with cheese.

Deviled Eggs: Remove yolk of hard-boiled egg. Mix with salad dressing. Stuff into egg white cup and decorate with paprika.

Color snacks: Choose a color for one day:

red — cranapple juice, apples
blue — blueberries
yellow — lemonade, pineapple, banana, scrambled eggs
green — limeade, green grapes, celery, pickles
orange — carrots, orange juice, crackers, tangerines
purple — grapes, grape juice, jelly, jello
brown — chocolate pudding, peanut butter, graham crackers, gingerbread
white — marshmallows, popcorn, milk

Pumpkin or Sunflower Seeds — Roast in slow oven and salt lightly.

Fondue Party — Combine 2 tablespoons flour with 2 tablespoons oil in fondue pot. Add 1-1/2 cups milk. Cook until creamy, stirring constantly. Slowly add 1/3 cup each shredded cheddar and swiss cheese. Stir until melted. Put bread cubes on toothpick and dip into fondue.

Peanut Butter Balls: rolled in roasted, chopped nuts

Other Ideas

Have a Tasting Party — assorted bite size amounts of varying taste and texture — salty, sweet, sour.

Make popcorn.

No-bake Crispies: Combine 1/2 cup Karo syrup with 1/2 cup peanut butter. Stir in 3 cups Rice Krispies. Shape into balls.

Ambrosia: 2 cups each of fruit (oranges, bananas, apples) and raisins to taste.

Save eggshells when cooking: Crumble for mosaics; half shells — draw on face and plant grass seed to make green hair.

Blender Peanut Butter: blend 2 cups shelled peanuts, 2 tablespoons peanut oil, salt

REFERENCES

Brown, M. *Stone Soup.* New York: Charles Scribner's Sons, 1947.

Forte, I., and MacKenzie, J. *Creative Science Experiments.* Nashville: Incentive Publications, Inc., 1973.

Goodwin, M. T., and Pollen, G. *Creative Food Experiences for Young Children.* Washington, D.C.: Center for Science in the Public Interest, 1974.

Kansas Association for the Education of Young Children, Curriculum Committee. *Resources for Creative Preschool Teaching.* Lincoln, Neb., 1974.

Ray, M. M. *Probe.* Stevensville, Mich.: Educational Service, Inc., 1962.

MCPS. *Program of Studies,* Volume I, 1976.

MCPS. *School Grounds As A Site for Inquiry,* Bulletin No. 234, 1970.

MCPS. Teaching Science in the Elementary School, Bulletin No. 276, 1975.

Films in MCPS Film Library

F 5497	Air Pollution
F 5585	Buttercup
F 6049	Earth: Man's Home
F 6144	Floats
F 5547	Growing, Growing
F 4347	How Wheels Help Us
F 4439	If You Could See the Earth
F 5514	Lorax
F 2922	Magnets for Beginners
F 5295	Noise
F 5872	Waterplay for Teaching Young Children

VI. EVALUATING THE STUDENT AIDE

In order for the teacher specialist to help each student aide develop, it is important to know how the aide is progressing in the classroom. MCPS Forms 345-3 and 345-4 were developed to be used each reporting period in evaluating the student aide's performance. Either a nine-week or a six-week reporting form is used, depending upon the student aide's high school reporting period arrangement. Each aide is given a blank evaluation form, either at the spring orientation or at the summer training session. At these sessions, the teacher specialist reviews each item with the students and they have an opportunity to ask questions about the procedures.

It is generally the kindergarten teacher who evaluates the aide's classroom performance, but the teacher specialist may be asked to assist in this evaluation at any time. The teacher specialist assigns the final grade.

Those schools having six-week programs are required to use different forms (pages 158-159) from those schools having nine-week programs (pages 160-161).

MONTGOMERY COUNTY PUBLIC SCHOOLS
Department of Curriculum and Instruction

The attached papers are referred

To:

By: Edythe G. Adams, Supervisor of Early Childhood Education, 279-3506

Date: October 1, _______

For your information

Evaluation of Student Aides

Attached is a copy of the reporting form for your student aide and the general instructions for using the form. The instructions that pertain to you in using this reporting form are enclosed in the box under section III-B.

Please contact the Teacher Specialist for Student Aides for Kindergarten Teachers, 279-3506, if you have any questions about using the form. We are pleased that you are able to participate in the program and sincerely appreciate your help and support.

Attachments:

1. Evaluation of Student Aides and Instructions for Using MCPS Form 345-4, August 1973, *Report of Performance of Student Aides for Kindergarten Teachers*
2. Evaluative Criteria to Use with MCPS Form 345-4, *Report of Performance of Student Aides for Kindergarten Teachers*
3. MCPS Form 345-4, *Report of Performance of Student Aides for Kindergarten Teachers*

SAMPLE EVALUATION OF STUDENT AIDES AND INSTRUCTIONS FOR USING MCPS FORM 345-3 (August 1973)

Report of Performance of Student Aides for Kindergarten Teachers

I. Evaluation of the Student Aide

At the end of each high school grading period, an evaluation conference between the student aide and classroom teacher is held to determine the performance of the student aide in the program. The policy and procedures established by the Board of Education in "Evaluating and Reporting Student Progress" are to be followed in evaluating a student aide.

II. Credit for Program

Credit for the program is administered by the high school counselor. A student serving as an aide in an elementary school for one and one-half hours each day may accumulate one credit for participation for a full year, or two credits for three hours of participation each day for a full year.

III. Instructions for Using Form 345-3

A. Carbon paper is not needed. This form is printed on sensitized paper, and marks and written comments will be duplicated on underlying sheets. Heavy pressure is required to mark through all the copies.

TEACHERS: Complete only Part B, outlined in the box below.

B. When possible, the reporting form is completed in conference with the student. The evaluative criteria for MCPS Form No. 345-3 is to be used by teachers to complete the reporting form. The teacher should circle from one (lowest) to five (highest) the student's attainment of each objective. Number of days absent, present, and tardy for the student are also recorded on the reporting form for each reporting period. A classroom teacher can transfer this information from the student's check-in sheet. Comments may be written in the space provided at the bottom of the reporting form. Comments should be dated when recorded.

The classroom teacher may request Mrs. Geletka, the Teacher Specialist for Student Aides for Kindergarten Teachers, to assist in completing the reporting form.

Completed reporting forms are forwarded to Mrs. Geletka, Room A-237, Educational Services Center, the day after the reporting period ends. Listed below are the color codes of the reporting sheets with the dates of the reporting periods and the dates on which these sheets are due at the Educational Services Center.

Evaluation Period	Color of Reporting Sheet	Ending Dates of Six Week Reporting Period	Sheet Due at Educational Services Center
1	White (top)	October ______	October ______
2	Green	December______	December______
3	Blue	January______	January______
4	Yellow	March______	March______
5	Pink	May______	May______
6	Gold	June______	June______
		(seniors – June______)	(seniors – June______)

(White backing copy is the file copy to be retained at the elementary school.)

C. Upon receipt of the student aide's report of performance, the teacher specialist for student aides for kindergarten teachers will add up the numbers to reach the student's total score. The following ranges of total points are used as a guide by Mrs. Geletka in assigning the grades:

144 - 160 = A
112 - 143 = B
80 - 111 = C
48 - 79 = D
0 - 47 = E

The total score is combined with the seminar grade, and the results are recorded as the grade for the reporting period by Mrs. Geletka. With parent approval, a student may select whether a letter grade or a pass/fail code is to be used. The letter grade or the pass/fail code for the reporting period will be recorded and sent to the high school counselor by Mrs. Geletka.

The high school counselor receives the student aide's evaluation and is responsible for recording the grades and the credit on both the student's report card and the cumulative record (CR-1 or PDS-2).

Department of Curriculum and Instruction MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	REPORT OF PERFORMANCE OF STUDENT AIDES FOR KINDERGARTEN

Student's Name ______________________ ID Number ____________ Grade ________

High School ______________________ School Year: September ______ to June ______

Elementary School ______________________ Teacher's Signature ______________________

Instructions: Evaluate the student participation in the supervised internship for student aides to kindergarten teachers program by circling from one (lowest) to five (highest) the attainment of each objective.

Reporting Periods	1	2	3	4	5	6
A. Attendance						
1. Attends class	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Arrives to class on time	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Calls school by starting time a.m., if ill	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Signs in and out each day at school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Appearance and Manner						
1. Dresses appropriately	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Speaks clearly	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Shows respect and concern for adults and children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Tries to improve work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Attitude						
1. Shows interest in work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Accepts constructive criticism and recognition	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Accepts responsibility	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Maintains a positive attitude	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
D. Initiative						
1. Does things that need to be done without being told	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Uses resourcefulness in work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Asserts self positively in classroom	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Initiates own plans and ideas	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Shows initiative within limits set by teacher	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
E. Dependability						
1. Fulfills assigned responsibilities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Follows through on assigned and self initiated projects	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
F. Relationships with Children						
1. Helps guide children through learning experiences	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Works in a one-to-one relationship with a child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3 Works with small groups of children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Maintains rapport with children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Uses appropriate methods of guiding children's behavior	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
G. Performance						
1. Knows about available materials and equipment	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Follows teacher's plans and directions	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Prepares classroom materials	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Performs needed clerical and clean-up duties	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Uses time effectively	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
H. Cooperation						
1. Cooperates with teacher	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Cooperates with classroom children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Cooperates with other members of the school faculty	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Grade for Period						
		Semester Grade			Semester Grade	
					Final Grade	

Comments:

EVALUATION CODES – Evaluation is based on evidence of the attainment of the instructional and performance objectives for the subject. The following symbols and statements are used to report progress:

A	Outstanding level of performance
B	High level of performance
C	Satisfactory level of performance
D	Minimal level of performance
E	Unsatisfactory level of performance
Cr	The student is maintaining a level of performance that is acceptable for credit purposes
NCr	The student's level of performance is unsatisfactory
I	Incomplete – Due to extenuating circumstances, the student has been given an approved extension of time
W	Withdrawn with school approval in accordance with MCPS procedures

Reporting Periods:	1	2	3	4	5	6
DAYS ABSENT						
DAYS PRESENT						
TIMES TARDY						

MCPS Form 345-3, August 1973

SAMPLE EVALUATION OF STUDENT AIDES AND INSTRUCTIONS FOR USING MCPS FORM 345-4 (August 1973)

Report of Performance of Student Aides for Kindergarten Teachers

I. Evaluation of the Student Aide

At the end of each high school grading period, an evaluation conference between the student aide and classroom teacher is held to determine the performance of the student aide in the program. The policy and procedures established by the Board of Education in "Evaluating and Reporting Student Progress" are to be followed in evaluating a student aide.

II. Credit for Program

Credit for the program is administered by the high school counselor. A student serving as an aide in an elementary school for one and one-half hours each day may accumulate one credit for participation for a full year, or two credits for three hours of participation each day for a full year.

III. Instructions for Using Form 345-4

A. Carbon paper is not needed. This form is printed on sensitized paper, and marks and written comments will be duplicated on underlying sheets. Heavy pressure is required to mark through all the copies.

TEACHERS: Complete only Part B, outlined in the box below.

B. When possible, the reporting form is completed in conference with the student. The evaluative criteria for MCPS Form No. 345-4 is to be used by teachers to complete the reporting form. The teacher should circle from one (lowest) to five (highest) the student's attainment of each objective. Number of days absent, present, and tardy for the student are also recorded on the reporting form for each reporting period. A classroom teacher can transfer this information from the student's check-in sheet. Comments may be written in the space provided at the bottom of the reporting form. Comments should be dated when recorded.

The classroom teacher may request Mrs. Geletka, the Teacher Specialist for Student Aides for Kindergarten Teachers, to assist in completing the reporting form.

Completed reporting forms are forwarded to Mrs. Geletka, Room A-237, Educational Services Center, the day after the reporting period ends. Listed below are the color codes of the reporting sheets with the dates of the reporting periods and the dates on which these sheets are due at the Educational Services Center.

Evaluation Period	**Color of Reporting Sheet**	**Ending Dates of Six Week Reporting Period**	**Sheet Due at Educational Services Center**
1	White (top)	November______	November______
2	Yellow	January______	January______
3	Pink	April______	April______
4	Gold	June______ (seniors – June______)	June______ (seniors – June______)

(White backing copy is the file copy to be retained at the elementary school.)

C. Upon receipt of the student aide's report of performance, the teacher specialist for student aides for kindergarten teachers will add up the numbers to reach the student's total score. The following ranges of total points are used as a guide by Mrs. Geletka in assigning the grades:

144 - 160 = A
112 - 143 = B
80 - 111 = C
48 - 79 = D
0 - 47 = E

The total score is combined with the seminar grade, and the results are recorded as the grade for the reporting period by Mrs. Geletka. With parent approval, a student may select whether a letter grade or a pass/fail code is to be used. The letter grade or the pass/fail code for the reporting period will be recorded and sent to the high school counselor by Mrs. Geletka.

The high school counselor receives the student aide's evaluation and is responsible for recording the grades and the credit on both the student's report card and the cumulative record (CR-1 or PDS-2).

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

REPORT OF PERFORMANCE OF STUDENT AIDES FOR KINDERGARTEN

Student's Name ________________ ID Number ________ Grade ______

High School ________________ School Year: September ______ to June ______

Elementary School ________________ Teacher's Signature ________________

Instructions: Evaluate the student participation in the supervised internship for student aides to kindergarten teachers program by circling from one (lowest) to five (highest) the attainment of each objective.

Reporting Periods	1	2	3	4
A. Attendance				
1. Attends class	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Arrives to class on time	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Calls school by starting time a.m., if ill	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Signs in and out each day at school	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Appearance and Manner				
1. Dresses appropriately	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Speaks clearly	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Shows respect and concern for adults and children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Tries to improve work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
C. Attitude				
1. Shows interest in work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Accepts constructive criticism and recognition	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Accepts responsibility	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Maintains a positive attitude	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
D. Initiative				
1. Does things that need to be done without being told	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Uses resourcefulness in work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Asserts self positively in classroom	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Initiates own plans and ideas	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Shows initiative within limits set by teacher	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
E. Dependability				
1. Fulfills assigned responsibilities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Follows through on assigned and self initiated projects	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
F. Relationships with Children				
1. Helps guide children through learning experiences	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Works in a one-to-one relationship with a child	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Works with small groups of children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Maintains rapport with children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Uses appropriate methods of guiding children's behavior	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
G. Performance				
1. Knows about available materials and equipment	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Follows teacher's plans and directions	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Prepares classroom materials	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Performs needed clerical and clean-up duties	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Uses time effectively	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
H. Cooperation				
1. Cooperates with teacher	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Cooperates with classroom children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Cooperates with other members of the school faculty	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Grade for Period				
	Semester Grade		Semester Grade	
			Final Grade	

Comments:

EVALUATION CODES – Evaluation is based on evidence of the attainment of the instructional and performance objectives for the subject. The following symbols and statements are used to report progress:

A	Outstanding level of performance
B	High level of performance
C	Satisfactory level of performance
D	Minimal level of performance
E	Unsatisfactory level of performance
Cr	The student is maintaining a level of performance that is acceptable for credit purposes
NCr	The student's level of performance is unsatisfactory
I	Incomplete – Due to extenuating circumstances, the student has been given an approved extension of time
W	Withdrawn with school approval in accordance with MCPS procedures

Reporting Periods:	1	2	3	4
DAYS ABSENT				
DAYS PRESENT				
TIMES TARDY				

MCPS Form 345-4, August 1973

EVALUATIVE CRITERIA TO USE WITH MCPS FORMS 345-3 AND 345-4 "REPORT OF PERFORMANCE OF STUDENT AIDES FOR KINDERGARTEN TEACHERS"

A. Attendance

1. Attends class
   5 — Is absent 4 days of the 30 days reporting period
   4 — Is absent 5 to 7 days during a reporting period
   3 — Is absent 8 to 10 days during a reporting period
   2 — Is absent 11 to 13 days during a reporting period
   1 — Is absent more than half of the 30 day period

2. Arrives at class on time
   5 -- Always arrives at class on time
   4 — Frequently arrives at class on time
   3 — Sometimes arrives at class on time
   2 — Seldom arrives at class on time
   1 — Is always late to class

3. Calls school by starting time, if ill
   5 — Always calls school before beginning of school, if ill
   4 — Frequently calls school in the morning, if ill
   3 — Sometimes calls school in the morning, if ill
   2 — Seldom calls school, if ill
   1 — Never calls school, if ill

4. Signs in and out each day at school
   5 — Always signs in and out each day at school
   4.— Frequently signs in and out at school
   3 — Sometimes signs in and out at school
   2 — Seldom signs in and out at school
   1 — Signs in and out only if reminded

B. Appearance and Manner

1. Dresses appropriately
   5 — Always wears clothing appropriate for the total school environment and for classroom activities
   4 — Frequently wears clothing appropriate for the total school environment and for classroom activities
   3 — Sometimes wears clothing appropriate for the total school environment and for classroom activities
   2 — Seldom wears clothing appropriate for the total school environment and for classroom activities
   1 — Wears clothing inappropriate for the total school environment and for classroom activities

2. Speaks clearly
   5 — Always speaks clearly and uses a well-modulated voice
   4 — Frequently speaks clearly and uses a well-modulated voice
   3 — Sometimes speaks clearly and uses a well-modulated voice
   2 — Seldom speaks clearly or uses a well-modulated voice
   1 — Speech is unclear and inappropriately modulated.

3. Shows respect and concern for adults and children
    - 5 — Always speaks clearly and uses a well-modulated voice
    - 4 — Frequently shows genuine respect and concern for adults and children
    - 3 — Sometimes shows respect and concern for adults and children
    - 2 — Seldom shows respect and concern for adults and children
    - 1 — Does not show respect and concern for adults and children

4. Tries to improve work
    - 5 — Always tries to improve work
    - 4 — Frequently tries to improve work
    - 3 — Tries to improve work when guided to do so
    - 2 — Seldom tries to improve work
    - 1 — Does not try to improve work

C. Attitude

1. Shows interest in work
    - 5 — Always shows interest in work
    - 4 — Frequently shows interest in work
    - 3 — Sometimes shows interest in work
    - 2 — Seldom shows interest in work
    - 1 — Never shows interest in work

2. Accepts constructive criticism and recognition maturely
    - 5 — Always accepts constructive criticism and recognition maturely
    - 4 — Frequently accepts constructive criticism and recognition maturely
    - 3 — Sometimes accepts constructive criticism and recognition maturely
    - 2 — Seldom accepts constructive criticism and recognition maturely
    - 1 — Does not accept constructive criticism and recognition

3. Accepts responsibility
    - 5 — Accepts willingly all responsibilities given in the classroom
    - 4 — Accepts many of the responsibilities given in the classroom
    - 3 — Accepts some of the responsibilities given in the classroom
    - 2 — Seldom accepts responsibilities given in the classroom
    - 1 — Does not accept any responsibilities given in the classroom

4. Maintains a positive attitude
    - 5 — Always maintains a helpful, cheerful, and friendly attitude when working in the classroom
    - 4 — Frequently maintains a helpful, cheerful, and friendly attitude when working in the classroom
    - 3 — Sometimes maintains a helpful, cheerful, and friendly attitude when working in the classroom
    - 2 — Seldom maintains a helpful, cheerful, and friendly attitude when working in the classroom
    - 1 — Maintains a negative attitude when working in the classroom

D. Initiative

1. Does things that need to be done, without being told
    - 5 — Always does things that need to be done, without being told
    - 4 — Does many things that need to be done, without being told
    - 3 — Does some things that need to be done, without being told
    - 2 — Does few things that need to be done, without being told
    - 1 — Needs to be told to do everything

2. Uses resourcefulness in work
   - 5 — Uses a variety of resources to complete all assignments
   - 4 — Uses own resources to complete some assignments
   - 3 — Uses few resources to complete assignments
   - 2 — Seldom uses own resources to complete assignments
   - 1 — Needs to be given help with all assignments

3. Asserts self positively in classroom
   - 5 — Always plans and initiates activities that are within the procedures and limits established by the teacher
   - 4 — Frequently plans and initiates activities that are within the procedures and limits established by the teacher
   - 3 — Sometimes plans and initiates activities that are within the procedures and limits established by the teacher
   - 2 — Seldom plans and initiates activities that are within the procedures and limits established by the teacher
   - 1 — Plans and initiates activities that exceed the limits and procedures established by the teacher

4. Initiates own plans and ideas
   - 5 — Always initiates own plans and ideas
   - 4 — Frequently initiates own plans and ideas
   - 3 — Sometimes initiates own plans and ideas
   - 2 — Seldom initiates own plans and ideas
   - 1 — Never initiates own plans and ideas

5. Shows initiative within limits set by teacher
   - 5 — Always initiates appropriate plans and ideas
   - 4 — Frequently initiates appropriate plans and ideas
   - 3 — Sometimes initiates appropriate plans and ideas
   - 2 — Seldom initiates appropriate plans and ideas
   - 1 — Initiates inappropriate plans and ideas

E. Dependability

1. Fulfills assigned responsibilities
   - 5 — Fulfills all assigned responsibilities completely and efficiently
   - 4 — Fulfills many assigned responsibilities completely and efficiently
   - 3 — Fulfills some assigned responsibilities completely and efficiently
   - 2 — Fulfills few assigned responsibilities completely and efficiently
   - 1 — Does not fulfill assigned responsibilities

2. Follows through on assigned and self-initiated projects
   - 5 — Follows through on all assigned and self-initiated projects promptly and completely
   - 4 — Follows through on many assigned and self-initiated projects promptly and completely
   - 3 — Follows through on some assigned and self-initiated projects promptly and completely
   - 2 — Follows through on few assigned and self-initiated projects promptly and completely
   - 1 — Does not follow through on any assigned and self-initiated projects promptly and completely

F. Relationships with Children

1. Helps guide children through learning experiences
   - 5 — Helps children understand all basic work skills that are presented by the teacher
   - 4 — Helps children understand many of the basic concepts and skills that are presented by the teacher
   - 3 — Helps children understand some of the basic concepts and skills that are presented by the teacher
   - 2 — Helps children understand few of the basic concepts and skills that are presented by the teacher
   - 1 — Does not help children understand any of the basic concepts and skills that are presented by the teacher

2. Works in a one-to-one relationship with a child
   - 5 — Always presents basic concepts and skills satisfactorily when working in a one-to-one relationship with children
   - 4 — Frequently presents basic concepts and skills satisfactorily when working in a one-to-one relationship with children
   - 3 — Sometimes presents basic concepts and skills satisfactorily when working in a one-to-one relationship with children
   - 2 — Seldom presents basic concepts and skills satisfactorily when working in a one-to-one relationship with children
   - 1 — Does not present basic concepts and skills satisfactorily when working in a one-to-one relationship with children

3. Works with small groups of children
   - 5 — Always presents basic concepts and skills satisfactorily when working with small groups of children
   - 4 — Frequently presents basic concepts and skills satisfactorily when working with small groups of children
   - 3 — Sometimes presents basic concepts and skills satisfactorily when working with small groups of children
   - 2 — Seldom presents basic concepts and skills satisfactorily when working with small groups of children
   - 1 — Does not present basic concepts and skills satisfactorily when working with small groups of children

4. Maintains rapport with children
   - 5 — Always maintains a positive rapport with children
   - 4 — Frequently maintains a positive rapport with children
   - 3 — Sometimes maintains a positive rapport with children
   - 2 — Seldom maintains a positive rapport with children
   - 1 — Never maintains a positive rapport with children

5. Uses appropriate methods of guiding children's behavior
   - 5 — Always knows how to talk to children satisfactorily when guiding their behavior
   - 4 — Frequently knows how to talk to children satisfactorily when guiding their behavior
   - 3 — Sometimes knows how to talk to children satisfactorily when guiding their behavior
   - 2 — Seldom knows how to talk to children satisfactorily when guiding their behavior
   - 1 — Does not talk satisfactorily with children when guiding their behavior

G. Performance

1. Knows about available materials and equipment
5 — Always is informed about available materials and equipment in the classroom
4 — Frequently is informed about available materials and equipment in the classroom
3 — Sometimes is informed about available materials and equipment in the classroom
2 — Seldom is informed about available materials and equipment in the classroom
1 — Does not keep informed about available materials and equipment in the classroom

2. Follows teacher's plans and directions
5 — Always understands and follows teacher's plans and directions
4 — Frequently understands and follows teacher's plans and directions
3 — Sometimes understands and follows teacher's plans and directions
2 — Seldom understands and follows teacher's plans and directions
1 — Does not understand nor follow teacher's plans and directions

3. Prepares classroom materials
5 — Always prepares materials accurately and carefully
4 — Frequently prepares materials accurately and carefully
3 — Sometimes prepares materials accurately and carefully
2 — Seldom prepares materials accurately and carefully
1 — Does not prepare materials accurately and carefully

4. Performs needed clerical and clean-up duties
5 — Willingly helps with all assigned clerical and clean-up activities
4 — Willingly helps with many assigned clerical and clean-up activities
3 — Willingly helps with some assigned clerical and clean-up activities
2 — Willingly helps with few assigned clerical and clean-up activities
1 — Does not help with assigned clerical and clean-up activities

5. Uses time effectively
5 — Always makes the most effective use of time when helping in the classroom
4 — Frequently makes the most effective use of time when helping in the classroom
3 — Sometimes makes the most effective use of time when helping in the classroom
2 — Seldom makes the most effective use of time when helping in the classroom
1 — Does not use time effectively

H. Cooperation

1. Cooperates with teacher
5 — Always supports and cooperates with the teacher
4 — Frequently supports and cooperates with the teacher
3 — Sometimes supports and cooperates with the teacher
2 — Seldom supports and copperates with the teacher
1 — Does not support and cooperate with the teacher

2. Cooperates with classroom children
   5 — Always shows willingness and ability to work cooperatively with the children
   4 — Frequently shows willingness and ability to work cooperatively with the children
   3 — Sometimes shows willingness and ability to work cooperatively with the children
   2 — Seldom shows willingness and ability to work cooperatively with the children
   1 — Does not show willingness or ability to work cooperatively with the children

3. Cooperates with other members of the school faculty
   5 — Always shows willingness and ability to work cooperatively with other faculty members
   4 — Frequently shows willingness and ability to work cooperatively with other faculty members
   3 — Sometimes shows willingness and ability to work cooperatively with other faculty members
   2 — Seldom shows willingness and ability to work cooperatively with other faculty members
   1 — Does not show willingness or ability to work cooperatively with other faculty members

To the Teacher –

Just a reminder . . .

The evaluation of your student aide is due in Room A-233 of the Educational Services Center in Rockville by   . If I can help with the evaluation in any way, please contact me.

Thank you.

(Mrs.) Janice A. Geletka
Teacher Specialist
Student Aides for Kindergarten Teachers
Telephone No. 279-3506

VII. ORGANIZATIONAL FORMS FOR THE PROGRAM

A. Program Policies

B. Registration Materials

C. Requests for Aides and Materials for Teachers

D. Observation Forms

E. Training Information

F. Seminar Forms

G. Evaluation Forms

H. Transportation Requests

A. PROGRAM POLICIES

Board of Education Resolution No. 642-71 originally set up the Student Aides for Kindergarten Teachers Program.

MCPS Policy 301-8 describes how the program is implemented.

MONTGOMERY COUNTY PUBLIC SCHOOLS	**Regulation** 301-8
Subject: STUDENT AIDES FOR KINDERGARTEN TEACHERS	**Date of Issue:** September 14, 1976
	Rescission: MCPS Regulation 301-8, dated 3/14/74
Preparing Office: Associate Superintendent for Instructional Services Department of Curriculum and Instruction	

I. PURPOSE

To set forth the policy statement establishing a program for student aides for kindergarten teachers and to establish procedures for selecting, assigning, supervising, and training student aides to assist kindergarten teachers to the maximum degree that it is beneficial to both the kindergarten program and the students who are serving as aides

II. POLICY

Resolved, *That*

A. The Board of Education directs that a formal program of student aides be established with the objective of providing student aides to assist kindergarten teachers to the maximum degree that it is beneficial to both the kindergarten program and the students who are serving as aides; and

B. Student aides should be selected in the spring of each year for the following school year, and appropriate training should be provided for the kindergarten teachers and the aides, with the kindergarten teachers' participation in development of the training program; and

C. A process of selection shall be developed to insure the best possible matching of teachers and aides. Following completion of each school year, the teacher and the student shall provide a written evaluation of the work experience of each aide; and

D. The superintendent shall investigate the desirability of having such a program included in the MCPS Program of Studies and shall also determine if credit toward graduation can be awarded for such service . . . .

(Board Resolution No. 642-71, *November 22, 1971)*

III. BACKGROUND

Students have served in a variety of ways as aides in classrooms for the past several years. In 1971 a program was formally established by Board action, and a teacher specialist was appointed to coordinate the program of student aides for kindergarten teachers. The specialist is responsible administratively to the coordinator of early childhood education in the Department of Curriculum and Instruction.

The program, "Student Aides for Kindergarten Teachers," offers students an opportunity to assist a professionally trained teacher and to work with children who are just beginning their school life.

Under the guidance of the kindergarten teacher, the student aide develops concepts about how young children grow and learn, works with individual children and small groups in learning activities, and explores professional and paraprofessional careers in early childhood education.

IV. PROCEDURES

A. Student Registration

In their catalogue of course offerings used for preregistration counseling, high schools list the program, "Student Aides for Kindergarten Teachers," under a special section on "internships," "extended experience," or "special elective programs." The program is offered for credit. Interested students in Grades 10-12 complete MCPS Form 345-8, *Student Aides for Kindergarten Teacher Registration*, and register for the program during the registration period established for the high school. MCPS Form 345-8 is forwarded to the teacher specialist for student aides for kindergarten teachers, Department of Curriculum and Instruction

B. Selection and Assignment of Students

1. All kindergarten teachers are invited to participate in this program. Requests for student aides are to be submitted by the elementary principals to the coordinator of early childhood education no later than May 31.

2. Requests for student aides and applications from eligible students are reviewed by the teacher specialist. Based on the needs of the elementary school, the geographic location, and the skills and interests of the high school student, a student will be referred for an interview with the kindergarten teacher before the end of the school year or before the beginning of the fall session.

3. A student selected to serve as an aide to a kindergarten teacher is assigned to the elementary school for a kindergarten session five days a week.

4. Attempts are made to assign students to elementary schools within walking distance of their home or secondary school. However, when a student needs transportation to and/or from the assigned elementary school, the coordinator of early childhood education notifies the director of transportation that MCPS bus service is needed for the student aide. Bus service for this program is provided within an allocated budget. In those instances when students elect to provide their own transportation or when it is not possible for MCPS to provide transportation and other transportation for a student is arranged, the student must submit MCPS Form 560-31 *Application to Participate in an Activity Away from School for Which MCPS Transportation Is Not Provided* to participate in the program.

5. Students must have a current negative TB test result before working in the elementary school.

C. Training of Student Aides

1. A training program for student aides is developed in cooperation with the participating kindergarten teachers and is begun in the spring for the following school year. Training includes:

   a) Observing kindergarten classes and/or discussing the program and expectations with the principal and kindergarten teacher

   b) Meeting with experienced aides to discuss various aspects of the program

   c) Attending during August a half-day in-service program which includes experiences to assist the student in:

      (1) Understanding the role and responsibilities of an aide

      (2) Understanding characteristics of kindergarten children

      (3) Developing techniques for working with young children

      (4) Developing skills and understandings related to the content of kindergarten instructional programs

   d) Attending scheduled in-service seminars held at the high school during the school year. Seminars are scheduled and conducted by the teacher specialist for student aides for kindergarten teachers.

2. Student aides are supervised by the classroom teacher and by the teacher specialist for student aides for kindergarten teachers for the duration of the assignment.

D. Role of the Student Aides

The student aides read stories to children, prepare materials for art and other activities, set up and conduct simple science experiments, design and prepare bulletin boards, assist the teacher in the use of instructional equipment, help children with the use of woodworking materials, assist on field trips, guide children in physical education and outdoor play, and perform other activities helpful to teachers and students.

E. Evaluation of the Student Aide and the Program

1. At the end of each high school grading period, an evaluation conference between the student aide and classroom teacher is held to determine the progress of the student aide and the effectiveness of the program. The teacher specialist participates in the conference at the request of the kindergarten teacher or the student.

2. MCPS Form 345-3, *Report of Performance of Student Aides for Kindergarten,* (six reporting periods) or MCPS Form 345-4 (four reporting periods) is completed by the classroom teacher and forwarded to the teacher specialist for student aides for kindergarten teachers for review and transmittal to the high school counselor.

3. The counselor records the student's grades and credits on the cumulative record (CR-1 or PDS-2). A student serving as an aide in an elementary school for one and one-half hours each day may accumulate one credit for participation for a full year, or two credits for three hours participation each day for a full year. The credit is designated as "Supervised Internship" in the elective credits category and may be used to meet the credit requirements for graduation.

4. The teacher specialist will survey the participants in the program concerning its effectiveness and will inform the coordinator of early childhood education of the results of the survey.

B. REGISTRATION MATERIALS

These registration materials are given to the high school students to complete as they enroll for the program in the spring.

Student Aides for Kindergarten Teachers Registration, Form 345-8. This form is used by the counselors at each secondary school to register students for the program. One copy is retained at the secondary school for the counselor's records, and the other copy is sent to the Teacher Specialist for Student Aides for Kindergarten Teachers.

Application to Participate in An Activity Away from School for Which MCPS Transportation Is Not Provided, MCPS Form 560-31. Students who will be providing their own transportation to and from the elementary school must complete MCPS Form 560-31 and enclose it with their registration form.

An *Emergency Accident Form* is completed by the high school student at the training session and is then given to the elementary school secretary at the opening of school in the fall.

An *Aide Interest Form* is completed by the high school student at the training session and is forwarded to the elementary school kindergarten teacher with whom the high school student will be working.

A *TB Skin Test,* MCPS Form 560-13 is completed during the summer and must be given, along with the Emergency Accident Form, to the secretary of the elementary school at which the student will be working when school opens in the fall.

An *Orientation Letter* is sent to each student after arrangements for the spring orientation have been made with the high school.

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

STUDENT AIDES FOR KINDERGARTEN TEACHERS REGISTRATION

Name	Date

Home Address

Street City State Zip

Home Phone	Grade ☐ 10th ☐ 11th ☐ 12th
High School	Counselor

Elementary School Preference:

1st ________ 2nd ________ 3rd ________

Comments:

Time you have registered to be an aide:
A.M.: From ________ To ________
P.M.: From ________ To ________

Training Time Preference:
(Please see counselor for schedule)

	Time	Location
1st		
2nd		
3rd		

Comments:

Transportation (Check One)

☐ I have my own transportation. (Complete MCPS Form 560-31, *Application to Participate in An Activity Away From School For Which MCPS Transportation Is Not Provided,* and attach to this form.)

☐ I will need to ride an MCPS bus if possible.

Previous experience with elementary age children:

Comments:

Please return application to: Teacher Specialist for Student Aides for Kindergarten Teachers
Room A-237, Washington Center

Any questions may be referred to: Teacher Specialist for Student Aides for Kindergarten Teachers
Telephone: 279-3506

Signature of Student	Date
Signature of Parent/Guardian	Date
Signature of Counselor	Date

MCPS Form 345-8, October 1973
DISTRIBUTION: WHITE/Supervisor of Early Childhood Education; YELLOW/Counselor for Student

Office the Associate Superintendent For Administration MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	APPLICATION TO PARTICIPATE IN AN ACTIVITY AWAY FROM SCHOOL FOR WHICH MCPS TRANSPORTATION IS NOT PROVIDED

SECTION I – TO BE COMPLETED BY STUDENT APPLICANT

I wish to be excused from regular classes on ______________________________
date(s)

from ____________ to ____________ in order to ______________________________
a.m./p.m. a.m./p.m. describe activity

____

____

____

For transportation in connection with this activity I shall: (check one)

- ☐ 1. Use public transportation facilities
- ☐ 2. Drive my own or my parents' (guardians') car with no passengers.
- ☐ 3. Drive my own or my parents' (guardians') car with _____ (number) passengers.

  Names of Passengers: ______________________________

  ____

- ☐ 4. Ride in a car driven by a fellow student. Name of Driver ______________
- ☐ 5. Other (specify) ______________________________

Signature of Student: ______________________________ Date: ______________

SECTION II – TO BE COMPLETED BY PRINCIPAL OR . . . DESIGNEE

The student named above may be excused to engage in the activity described above.

The attendance on ______________________________ will be recorded as:
date(s)

Present: ☐

Absent: ☐ (Code 08, "Work on activity accepted by school authorities as reason for excusing pupil")

Signature of Principal: ______________________________ Date: ______________
(or . . . designee)

Name of School Staff Sponsor of Activity (if applicable) ______________________________

SECTION III – TO BE COMPLETED BY PARENT, LEGAL GUARDIAN, OR ELIGIBLE STUDENT (18 years old)

(Read carefully before signing.)

The Board of Education of Montgomery County and its servants, agents, and employees do not provide insurance to cover either the activity described above or transportation to and from such activity.

I, as parent (or legal guardian) of the student named above, or eligible student, do, by signing below, give permission for the said student to participate in the independent activity described and release, acquit, and forever discharge the Board of Education of Montgomery County and its servants, agents, and employees from any and all liability now accrued or hereafter to accrue on account of any and all claims or causes of action which I the undersigned now or may hereafter have for personal injuries, damage to property, loss of services, medical expenses, losses or damages of any and every kind or nature whatsoever that may arise from participation in the activity described above, and agree to and do indemnify and save harmless the Board of Education of Montgomery County and its servants, agents, and employees from all claims or causes of action in connection therewith.

Signature of Parent, Legal Guardian or Eligible Student ______________________________

Date ______________________________

MCPS Form 560-31, Revised November 1975

EMERGENCY ACCIDENT FORM
(to be filled out by Student Aide)

Name ______________________________

Home Address ______________________________

____

Home Phone ____________________

Person to contact in case of emergency:

Name ______________________________

Phone ____________________

Person to contact in case parent or guardian cannot be reached:

Name ______________________________

Phone ____________________

Family Doctor: ______________________________

Phone: ____________________

Hospital preference: ______________________________

Have you ever been allergic to any medicine? ______________________________

Are you highly allergic to anything? (e.g., bee stings) ______________________________

____

Name of High School ____________________ Phone ____________________

Person to notify at High School ______________________________

AIDE INTEREST FORM

____
Student Aide's Name

______________________________ ______________________________
Elementary School High School

Please check activities in which you are interested:

A. In Classroom

	Yes	No	Willing to try
playing reading games			
playing language arts games			
typing language stories			
printing language stories			
helping to make creative writing word books			
helping with social studies work			
supervising spelling drills			
supervising math work			
reading stories			
playing piano or other musical instrument			
leading choral music			
teaching folk dancing			
setting up for, assisting with, and cleaning up:			
after art projects			
after science projects			
supervising outdoor play			
assisting with opening exercises			
other ______________________________			
______________________________			

B. Providing Individual Help (one-to-one) with:	Yes	No	Willing to try
reading			
math			
language arts			
music			
puzzles			
printing			
reports			
stories			
testing			
other ________________			
________________			
C. Enrichment Activities			
music			
art			
sewing			
crafts			
science			
other ________________			
________________			
D. Clerical-type Duties			
collecting money			
taking attendance			
preparing educational materials			
making charts			

	Yes	No	Willing to try
making bulletin boards			
recording test scores			
correcting papers			
typing dittos and using duplicator			
preparing kits			
filing			
organizing bookshelves			
other ________________________			
________________________			

Office of Personnel Services
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

TB SCREENING RECORD

By state law, all public, private and parochial school employees must furnish certification of freedom from active tuberculosis. Certification may be obtained by one or more of several methods, performed not more than 60 days prior to the certification date, either from your physician or from the Montgomery County Health Department. The method will determine the period of validity of certification. Skin testing is the preferred method for those not known to be skin test positive, providing clearance for 3 years. For persons certified by X-ray, the period of validity is extended an additional 12 months from the date of taking the latest chest x-ray, regardless of its purpose, provided it is negative for tuberculosis and is properly certified.

TO:

RETURN THIS FORM COMPLETED TO:

DDPO USE ONLY

INSTRUCTIONS:

TO THE PHYSICIAN

TUBERCULIN SKIN TEST: Initial test is to be by Tine®, Mono Vacc®, or Mantoux with 5 T.U. of PPD-S. All tests must be read within 48-96 hours after application. Persons with previously positive tests or with disease or taking immuno-suppressive drugs or other medications which may produce anergy should not be skin tested.

REQUIRED IMMEDIATE FOLLOW-UP:

[1]Positive Tine, Mono Vacc or Mantoux CHEST X-RAY
[2]Doubtful Tine or Mono-Vacc RETEST WITH MANTOUX
[3]Doubtful Mantoux CHEST X-RAY AND RETEST IN 3 MONTHS

A second doubtful test requires no further testing.

Tine® or Mono Vacc®: Date given__________ Read________

REACTION:

Vesiculation, necrosis or ulceration = Positive[1] ☐
Any reaction other than above = Doubtful[2] ☐
No reaction = Negative ☐

Mantoux: Date given__________ Read________

SIZE OF INDURATION:

10 mm and over = Positive[1] ☐
5-9 mm = Doubtful[3] ☐
0-4 mm = Negative ☐

Known *converter* during last year? Yes ☐
Is this the 3 months' follow-up test? Yes ☐
Previously positive? Yes ☐

CHEST X-RAY: Must be of good film quality and taken in posterior-anterior position.

TB Negative X-ray Date taken: __________ ☐
TB Findings: Prob. active, Prob. inactive, Poss. TB, Questionable ☐*

EVIDENCE OF TUBERCULOUS DISEASE: A person with a history or evidence of tuberculous disease in the past, or a person suspected or proven to have active disease, must be referred to the Health Department, with physician's observations and recommendations for further consideration regarding certification. Upon mutual agreement the department will issue the appropriate clearance. Any such person may also apply to the department directly for clearance.

Evidence or history of inactive disease ☐*

____
Other Finding

INH CHEMOPROPHYLAXIS: Enrollment in a course of INH preventive therapy permits clearance while therapy continues. Completion of a 12 months course of therapy permits clearance for an additional 6 months, when a negative x-ray is required for final clearance for 3 years.

The person named above
is on current INH therapy started ________________ ☐
has completed 12 months of INH therapy on ________________ ☐
has obtained a negative x-ray 6 months after completing a 12 months course of INH Date x-rayed __________ ☐
has taken INH for __________ months

I hereby certify that I have performed the tests and examinations stated above

Physician's Signature ____________________ Address ____________________ Date __________

***HEALTH DEPARTMENT CONCURRENCE, WHERE REQUIRED:** Renewal Date__________ Action Code__________ Initial__________

MCPS Form 560-13, February 1975

Department of Curriculum and Instruction
Student Aides for Kindergarten Teachers
850 Hungerford Drive, Room A-233
Rockville, Maryland 20850
Telephone: 279-3506

To the Student Aide:

Your application to the Student Aides for Kindergarten Teachers Program has been received, and I am delighted to welcome you to the program. I sincerely hope that you will find this to be a challenging and rewarding experience.

There will be an orientation session for the kindergarten student aides from your school at ____________________ on ____________ from __________ to _________ . During this session you will:

1. View a slide presentation which describes the program
2. Receive a kindergarten aide handbook and other related materials
3. Make arrangements to visit the elementary school you have chosen, observe in the kindergarten classroom, and meet with the kindergarten teacher

This is an important session for all of us, and I am looking forward to meeting you.

Sincerely,

(Mrs.) Janice A. Geletka
Teacher Specialist
Student Aides for Kindergarten Teachers

JAG: peb

C. REQUESTS FOR AIDES AND MATERIALS FOR TEACHERS

A **Memorandum** inviting kindergarten teachers to participate in the program is sent to all elementary schools in the county. The requests for aides are returned to the Coordinator of Early Childhood Education at the Educational Services Center. Students who have enrolled in the program are then matched with the closest elementary school requesting aides.

An **Aide Information Card** is given to each kindergarten teacher being assigned a student aide.

A **Program Description** is given to each kindergarten teacher being assigned a student aide.

A **bulletin** is given to each kindergarten teacher being assigned a student aide.

An **Attendance Sheet** is given to each kindergarten teacher being assigned a student aide (either a 9-week sheet or a 6-week sheet, depending on the student's high school's grading period arrangement).

A copy of the **Suggestions for the Student Aide's Observation at the Elementary School** is given to each teacher prior to his/her aide's initial spring visit and interview.

A **Memorandum** is sent to principals advising them of aide assignments.

Sample to be Sent in the Spring

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

MEMORANDUM

To: All Elementary School Principals and Kindergarten Teachers

From: William Zachmeier, Director
Department of Curriculum and Instruction

Refer Questions: Edythe G. Adams, Coordinator, Early Childhood Education, Division of Academic Skills, Department of Curriculum and Instruction, 279-3506

Subject: Student Aides for Kindergarten Teachers

During the past three school years, a number of kindergarten teachers have received assistance from high school student aides through the Student Aides for Kindergarten Teachers Program. Again in the coming 197_-7_ school year, some student aides will be available to kindergarten teachers who wish to participate in the program. The overall objective of the program, as stated in the *Policies and Procedures Handbook* ("Student Aides for Kindergarten Teachers," MCPS Regulation 301-8, March 14, 1974), is to provide "student aides to assist kindergarten teachers to the maximum degree that it is beneficial to both the kindergarten program and the students who are serving as aides." The purpose of this memo is to call your attention to this program, and to invite kindergarten teachers to participate.

The high school students participating in the program will receive training prior to entering the kindergarten as aides. During the year, the student aides will be supervised by Mrs. Janice A. Geletka, Teacher Specialist in Early Childhood Education. The quality of the aide's performance will be assessed by the kindergarten teachers. Mrs. Geletka will also be available to assist in the evaluation if requested.

The aides will be able to perform a variety of instructional, functional, and clerical services in the kindergarten. Some possible student aide activities are reading stories to small groups of children; helping children in an art activity; directing children in vocal music activities; conducting simple science experiments; preparing art and science materials; arranging audiovisual equipment and showing films; assisting with kindergarten round-up; planning and helping individuals and small groups of children with mathematics, reading, or language arts activities; teaching songs with musical instruments; and writing down stories dictated by children. It is strongly felt that both the aides and the kindergarten program will receive maximum benefit when the aides are used primarily in the *teaching-learning* process in the kindergarten classroom.

The student aides will serve five days a week, and the majority of aides will serve for a full kindergarten session each school day. Time will be provided during the year for regularly scheduled in-service training seminars for the aides by Mrs. Geletka. Schools will be notified as soon as the aides are available to start this program; most of the aides are ready to begin soon after school opens in September.

Although a number of high school students have enrolled in next year's program, we may nevertheless be unable to fill requests from all elementary schools. Requests which are not filled at the beginning of September, however, will be kept on file; and as many of these requests as possible will be filled during the year as new students enroll in the program.

We appreciate your cooperation in working with us in this program. If you would like to participate in this program next year, please return the request form below to M[illegible]. Adams.

WZ:pb

- -

To: Mrs. Edythe G. Adams, Coordinator of Early Childhood Education
Room A-233, Educational Services Center

Subject: Student Aides for Kindergarten Teachers during the School Year 197_-7_

We will have __________ sessions of kindergarten.

We would like to request that __________ aide(s) be assigned to help with the morning kindergarteners. The morning hours for the session are ________ a.m. to ________ a.m.

We would like to request that __________ aide(s) be assigned to help with the afternoon kindergarteners. The afternoon hours for the session are ________ p.m. to ________ p.m.

Comments:

______________________________ ______________________________
Name of School Name of Teacher(s)

____
Name of Teacher(s)

______________________________ ________________
Signature of Principal Date

NAME OF STUDENT AIDE ____________________

ADDRESS ____________________

____________________ Telephone No. ____________________
City State Zip

HIGH SCHOOL ____________________ COUNSELOR ____________________

DATES TRAINED ____________________ TRAINED AT ____________________

BEGAN IN SCHOOL ____________________ DATE OF TB TEST ____________________

ELEMENTARY SCHOOL ____________________ TEACHER ____________________

TRANSPORTATION ____________________

COMMENTS:

DROPPED FROM PROGRAM ____________________

REASONS:

MONTGOMERY COUNTY PUBLIC SCHOOLS
Student Aides for Kindergarten Teachers

Program Description

This program is designed to provide assistance to kindergarten teachers in their classrooms and to provide high school students with practical experiences in the field of elementary education. The program is organized in such a way as to make this experience mutually beneficial to both the high school student aide and the kindergarten teacher.

Program Goals

The Student Aide for Kindergarten Teachers Program strives to:

1. Provide kindergarten teachers with assistance in both the instructional and functional activities in the classroom
2. Provide high school students with an opportunity to learn about the characteristics of children and develop appropriate skills for guiding children in their activities
3. Provide students with experiences in the elementary school that offer insights into the role of a kindergarten teacher
4. Provide opportunities for high school students to understand the program and operation of an elementary school

Entrance of Student into the Program

At the present time, high school students interested in enrolling in the program apply for enrollment in February and March during the established high school registration period in anticipation of the coming academic year.

Selection of Elementary Schools

All kindergarten teachers have been invited to participate in the program through a memorandum to all elementary school principals. Requests for student aides are made through the elementary principal to Mrs. Edythe Adams, Coordinator of Early Childhood Education. The program is then explained to the elementary school principal and kindergarten teacher by the teacher specialist, and arrangements for aides are made.

Procedure for Training

Training for the student aides in the kindergarten is begun in the spring of each year for the following school year. New student aides have, at this time, an opportunity to meet with experienced aides to discuss various aspects of the program. During this time in the spring, the aides are also given an opportunity to observe in the kindergarten.

In August, a one-day staff development program is held for all aides prior to their placement in the elementary school. The training program includes work on understanding the role and responsibilities of an aide; understanding characteristics of kindergarten children; developing techniques for handling children's behavior; developing skills in the various areas of the kindergarten curriculum — art, music, language arts, science, mathematics, and social studies; and discussing the program and expectations with the principal of the assigned elementary school and the kindergarten teachers.

Assignment to Schools and Follow-up

The student aide applications are reviewed by the principal and kindergarten teachers in an attempt to match student aides with particular requests by kindergarten teachers. Prior to the aide's placement, the kindergarten teacher has an opportunity to interview the aide. The student aide is then assigned to the elementary school for a full kindergarten session for five days a week. Once a month, at a time convenient to the kindergarten teachers and the elementary program, the aides return to the high school for an in-service seminar.

Frequently throughout the student aide's year in the kindergarten, the aide is personally supervised by the teacher specialist.

Evaluation

At the end of each high school grading period, an evaluation conference between the student aide and the kindergarten teacher is held to determine the progress of the student aide and the effectiveness of the aide program. A copy of the student's evaluation form is then sent through the teacher specialist to the high school counselor for recording of the grade. Each aide receives one credit for participating at the elementary school an hour and a half each day. A final program evaluation is completed by the kindergarten teacher at the end of the year.

PLEASE POST IN ROOM

9 WEEK
ATTENDANCE SHEET– 1976-77
Student Aides for Kindergarten Teachers

Student ______________________________ Elementary School ______________________________

(Key: Check indicates presence; "A" indicates absence.)

September																					October										
1	2	3	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	1	5	6	7	8	11	12	13	18	19	20

							November							46 Days		November												December			
21	22	25	26	27	28	29	1	3	4	5	8	9	10			11	12	15	16	17	18	19	22	23	24	29	30	1		3	
											Report																				

														January																	46 Days
6	7	8	9	10	13	14	15	16	17	20	21	22	23	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	
																													Report		

			February																			March									
27	28	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18	22	23	24	25	28	1	2	3	4	7	8	9	10	11	14

												44 Days			April															May	
15	16	17	18	21	22	23	24	25	28	29	30			31	1	12	13	14	15	18	19	20	21	22	25	26	27	28	29	2	3
									Report																						

																			June											48 Days	
4	5	6			11	12	13	16		18	19	20	23	24	25	26	27	31	1	2	3		7	8	9	10	13	14	15		
																						Senior Report					Report				

☐ Send Report Cards

PLEASE POST IN ROOM

6 WEEK
ATTENDANCE SHEET— 1976-77
Student Aides for Kindergarten Teachers

Student ______________________________ Elementary School ______________________________

(Key: Check indicates presence; "A" indicates absence.)

September																					October											Total Days
1	2	3	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	1	5	6	7	8	11	12	13	18	19		31
																												Report				

								November																			December					
20	21	22	25	26	27	28	29	1	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	29	30	1	2	3	6		31
																													Report			

													January																			
7	8	9	10	13	14	15	16	17	20	21	22	23	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25			30
																											Report					

			February																			March										
27	28	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18	22	23	24	25	28	1	2	3	4	7	8	9	10	11		31
																												Report				

														April															May			
14	15	16	17	18	21	22	23	24	25	28	29	30	31	1	12	13	14	15	18	19	20	21	22	25	26	27	28	29	2	3		31
																												Report				

																			June													
4	5	6	9	10	11	12	13	16	17	18	19	20		24	25	26	27	31	1	2	3	6	7	8	9		13	14	15	16		31
																						Senior Reports					Report					

☐ Send Report Cards

MONTGOMERY COUNTY PUBLIC SCHOOLS
Student Aides for Kindergarten Teachers Program

Suggestions to Teachers Prior to Student Aide's First Visit to the Elementary School

All high school students who have enrolled in the Student Aides for Kindergarten Teachers Program for the coming school year have been requested to visit the elementary school in which they would like to assist. It is hoped that this experience will give the students a better understanding of the kindergarten program and of young children, and will give you, as teacher, an opportunity to learn about prospective aides. The students have been requested to remain after the children are dismissed so that you may have an opportunity to talk with them.

During this observation and interview, you may want to:

1. Explain your philosophy of working with children
2. Outline your kindergarten program and classroom activities
3. Explain your needs for help in the classroom
4. Question students about their reasons for enrolling in the program and about their expectations
5. Show them key places in the elementary school (main office, health room, cafeteria, etc.), and introduce them to some of the members of the staff

Please feel free to call the teacher specialist at 279-3506 after the observation/interview to discuss whether or not you would like to have this aide work in your classroom.

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

MEMORANDUM

To: Elementary School Kindergarten Teachers

From: William Clark, Director, Division of Academic Skills
Department of Curriculum and Instruction

Refer Questions: Edythe G. Adams, Coordinator of Early Childhood,
Division of Academic Skills, 279-3506

Subject: Status Report on Student Aides for Kindergarten Teachers

At the end of June, the newsletter "Early Childhood Education News and Views" was sent to all elementary school principals and primary teachers. This newsletter contained an article, "Student Aides for Kindergarten Teachers," which indicated that Mrs. Janice Geletka, teacher specialist, had begun working with high school students who had registered to be in the program for the coming school year. The article further stated that "...principals and teachers will be notified as soon as aides become available for their school."

The purpose of this memorandum is to review your request for a kindergarten student aide and the status of aides placed at your school.

At the present time, our records indicate that your school, ____________________ Elementary School, requested _________ kindergarten student aide(s). The number of requests that have been filled for your school is ________.

We are sorry that we are unable to fill all requests for student aides at this time, but the requests for aides from kindergarten teachers far exceeded the number of high school students who registered for the program. Throughout the school year, high school students may continue to register for this program. If additional aides do become available to fill any of the student aide positions that are still pending, we will contact your school and arrange a conference with you to discuss the matter.

Name of Student Aide(s)	**Time**	**Name of Teacher**

D. OBSERVATION FORMS

Teacher Specialist's Aide Observation Notes are used by the teacher specialist when observing an aide in the elementary classroom.

A **Form for Observing Aide at Elementary School** is sent to each kindergarten teacher prior to the teacher specialist's visit to the classroom.

Permission To Observe at the Elementary School is given to each prospective aide prior to his/her spring visit to the elementary classroom.

An **Elementary School Observation Report** is completed by each aide after his/her visit to the elementary school and is discussed at the summer training session.

MONTGOMERY COUNTY PUBLIC SCHOOLS
Student Aides for Kindergarten Teachers Program
Teacher Specialist's Aide Observation Notes

Objectives	Student Aide Observation Record Name ____________ Date ____________
Attendance Attends class; arrives on time; calls school by starting time, if ill; signs in each day	
Appearance and Manner Dresses appropriately; speaks clearly; shows respect and concern; tries to improve work	
Attitude Shows interest in work; accepts constructive criticism and recognition maturely; accepts responsibility; maintains positive attitude	
Initiative Does things without being told; uses resourcefulness; asserts self positively; initiates own plans and ideas; shows initiative	
Dependability Fulfills assigned responsibilities; follows through on assigned and self-initiated projects	
Relationships with Children Helps guide children through learning experiences; works one-to-one; works with small groups; maintains rapport; guides behavior appropriately	
Performance Knows about available materials and equipment; follows teacher's plans and directions; prepares classroom materials; performs needed clerical and clean-up duties	
Cooperation Cooperates with teacher, children, and faculty members	

(Continued on next page.)

OBSERVATION Time from ____________ to ______________

Subject, Grade, or Activity:

Special Considerations:

CONFERENCE

Areas of Focus:

Suggestions for Follow-up:

Signature of Observer ________________________________

To the Teacher

____
Date

May I stop by on ______________________________ to see how ______________________________ is doing? If there is some reason why this will not be a good time for you both, please call me.

____
Teacher Specialist
Student Aides for Kindergarten Teachers
279-3506

- -

MONTGOMERY COUNTY PUBLIC SCHOOLS
Student Aides for Kindergarten Teachers

To the High School Teacher

____
Date

______________________________ has an opportunity to observe at

______________________________ Elementary School on ______________
date

from ______________ to ______________ in preparation for the kindergarten student aide experience.

Please sign below if the student has your permission to attend this observation.

Thank you for your cooperation.

Period
1 ______________
2 ______________
3 ______________
4 ______________
5 ______________
6 ______________

Teacher Specialist
Student Aides for Kindergarten Teachers

____
Signature of Parent or Guardian

____
(Date)

STUDENT AIDE'S REPORT ON FIRST VISIT TO THE ASSIGNED ELEMENTARY SCHOOL

Aide's Name: ______________________________

Elementary School Visited: ______________________________

Aide's High School: ______________________________

The questions below are designed to help you focus in on some of the activities you will be engaged in when you are assisting your teacher next year. Make brief notes, if you wish; and bring this report to the August training session.

1. What group activities do you see that you might be assisting with next year? (e.g., attendance, opening exercises, story time, snacks, playground, etc.)

2. What do you see individual children doing that you might be assisting with next year? (e.g., printing experience stories, reading to a child, printing name on a child's work, taking child to nurse or office, etc.)

3. What techniques do you see the teacher using:

   a) In giving directions to children:

   b) In settling arguments between children:

   c) In moving the children from one activity into another activity:

4. What room decorating and room organizing activities do you see that you might assist with next year? (e.g., bulletin boards, clean-up, arranging book shelves and displays, etc.)

5. What materials do you see being used that you might help to prepare next year? (e.g., dittos, art materials, games, etc.)

6. Observe the room arrangement of the classroom. Draw a rough sketch of the room and label the activity centers.

E. TRAINING INFORMATION

A copy of the **Summer Training Schedule** is distributed to each secondary school counselor and is reviewed with each high school student registering for the program.

A copy of the **Summer Training Session Reminder** is sent to each potential aide as a reminder of the training session for which he/she has registered.

Montgomery County Public Schools
850 Hungerford Drive • Rockville, Maryland • 20850
Room A-233
Telephone (301) 279-3506

July ___, 197__

Dear ______________________________:

On ______________________ at ____
(date) (high school)
from __________ to __________ there will be a training session for the Kindergarten
(hour) (hour)
Student Aide Program. Enclosed is a revised schedule of all the August training sessions. You may attend any four-hour session that is convenient for you.

Please bring 1) the notebook of materials you were given at the spring meeting and 2) the results of your TB test, if you have not already sent them in.

Sincerely,

Teacher Specialist
Student Aides for Kindergarten Teachers

F. SEMINAR FORMS

The two forms below are used to notify the kindergarten teacher and the student aide of a seminar to be held at the high school:

- -

TO THE TEACHER

MONTGOMERY COUNTY PUBLIC SCHOOLS

Student Aides for Kindergarten Teachers Program

____

Your student aide, ______________________________, will be attending an in-service seminar at ______________________________ on ____________________ from __________ to __________. The topic to be discussed by the aides will be ____.

Thank you for your cooperation.

____
Teacher Specialist

- -

TO THE STUDENT AIDE

MONTGOMERY COUNTY PUBLIC SCHOOLS

Student Aides for Kindergarten Teachers Program

There will be a Kindergarten Student Aide seminar on ______________________________
at ______________________ on ______________________ (date) from______________
to __________ in room __________. Please inform the kindergarten teacher whom you are assisting that you will not be in her class on this day.

____
Teacher Specialist

G. EVALUATION FORMS

A copy of the **End-of-Year Evaluation of the Kindergarten Aide Program** is sent to each participating kindergarten teacher and is returned to the teacher specialist at the close of school.

A copy of the **Student Aide in the Kindergarten Evaluation** is given to each high school aide to complete and return to the teacher specialist at the last seminar of the year.

A **Job Recommendation** may be completed by the kindergarten teacher or the teacher specialist when requested by an aide.

Student Aide in the Kindergarten Evaluation

To the Student Aide:

1. In what ways has this program been of help to you?

2. What parts of the training program were particularly helpful or interesting to you?

   What other suggestions do you have for the training program?

3. Which seminars were particularly helpful or interesting to you?

   What seminar topics should be added to be more helpful to you in your work?

4. In what ways do you feel you were used appropriately or inappropriately in the classroom?

5. What other suggestions do you have for improving the course for future aides?

MONTGOMERY COUNTY PUBLIC SCHOOLS
Student Aides for Kindergarten Teachers

End-of-Year Evaluation of the Kindergarten Aide Program

☐ I had one aide for the full year.

☐ I had one aide for part of the year.

☐ I shared an aide with another teacher.

☐ I had two aides for the full year.

☐ I had two aides for part of the year.

☐ I had three or more aides.

☐ Other

The aide served:

☐ 1½ hours each day ☐ 2 – 2½ hours each day ☐ 3 hours or more each day

1. I found the aide most helpful in the following areas:

2. These skills or techniques were most useful in the aide's work:

3. Other skills or techniques would have been of help to me:

4. I would suggest the following in improving the training or efficiency of the aides:

5. These are my comments regarding the evaluation from "Report of Performance of Student Aides for Kindergarten":

Additional comments may be made on the back of this sheet.

(Please return to Teacher Specialist, Student Aides for Kindergarten Teachers, Room A-233 Educational Services Center, by date ______________________________.)

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Student Aides for Kindergarten Teachers Program

JOB RECOMMENDATION

Student's Name ____________ I.D. Number ____________ High School ____________

Number of hours per day ________ Number of days per week ________

Dates of Service: ____________ to ____________

Circle the number which best indicates the aide's attendance, etc.
(1 = lowest; 5 = highest.)

A.	ATTENDANCE	1	2	3	4	5	E.	DEPENDABILITY	1	2	3	4	5
B.	APPEARANCE AND MANNER	1	2	3	4	5	F.	RELATIONSHIPS WITH CHILDREN	1	2	3	4	5
C.	ATTITUDE	1	2	3	4	5	G.	PERFORMANCE	1	2	3	4	5
D.	INITIATIVE	1	2	3	4	5	H.	COOPERATION	1	2	3	4	5

COMMENTS:

____________ ____________
Teacher Elementary School

Date ____________

H. TRANSPORTATION REQUESTS

A **Memorandum** is sent each summer to the Director of Transportation, requesting buses for those students who do not have their own transportation.

Sample Memorandum

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

MEMORANDUM

To: Mr. George E. Baker, Director
Division of Transportation

Through: William J. Zachmeier, Director
Department of Curriculum and Instruction

From: Edythe G. Adams, Coordinator of Early Childhood Education, Division of Academic Skills, Department of Curriculum and Instruction, 279-3506

Subject: Transportation Needed for High School Students Participating in the Program, Student Aides for Kindergarten Teachers (MCPS Regulation 301-8)

This request for transportation of secondary school students who are serving as aides to kindergarten teachers for the next school year is similar to the ones submitted to you in previous years.

Attached is a list of the students and the places to and from which they need transportation. The transportation will be needed every school day at the times indicated. I understand that student aides will be assigned to buses that are presently en route in the area. The times indicated, therefore, are only approximations and may be altered to coincide with the time schedule of a bus that is in that area.

I am submitting these requests at this time in hopes that it will help you in planning the transportation needs for the 1976-77 school year. These times for students have been cleared with high school counselors, although occasionally a schedule change occurs for a student once the school year begins.

I hope that the transportation for these students can be worked out to begin the first day of school. Please furnish Mrs. Janice A. Geletka, our teacher specialist assigned to this program, with a list of the bus numbers that these students can use, and she will notify the students. Her telephone number is 279-3506.

Your cooperation in working with this program is greatly appreciated.

EGA:peb

IX. ANNOTATED BIBLIOGRAPHY

ILLUSTRATIVE BOOKS

Cohen, Monroe (ed.). *A Lap To Sit On . . . And Much More.* Washington, D.C.: Association for Childhood Education, International, 1971.

A collection of reprints from *Childhood Education* to help aides who work with young children

Draper, Mary and Henry E. *Caring for Children.* Peoria, Ill.: Charles A. Bennett Co., Inc., 1975.

Discusses the development of young children, appropriate environments for their health and schooling, planning programs, and working in children's centers

Duvall, Evelyn M. *Family Development.* Philadelphia: J. B. Lippincott Co., 1967.

Examines the developmental task concept for families at different stages and for the individual at various ages in life

Forte, Imogene, and MacKenzie, Joy. *Nooks, Crannies, and Corners: Learning Centers for Creative Classrooms.* Nashville, Tenn.: Incentive Publications, 1972.

Examines how to initiate, organize, implement, and evaluate learning centers in the classroom

Forte, Imogene; Prangle, Mary Ann; Tupa, Robbie. *Center Stuff for Nooks, Crannies, and Corners.* Nashville, Tenn.: Incentive Publications, 1973.

Contains performance objectives; list of materials needed; procedures for implementation; student activity sheets; and illustrations for hundreds of ideas for learning centers

Galambas, Jeannette. *A Guide to Discipline.* Washington, D.C.: National Association for the Education of Young Children, 1969.

Discusses ways to guide young children's behavior in the classroom

Greenberg, Polly. *Day Care Do-It-Yourself Staff Growth Program.* Washington, D.C.: The Growth Program, 1975.

A plan for orienting training and evaluating aides and other staff who work with young children

Hirsch, Elisabeth S. (ed.). *The Block Book.* Washington, D.C.: National Association for the Education of Young Children, 1974.

Discusses the values of blockbuilding for young children and appropriate space and materials needed for successful blockbuilding

Jersild, Arthur. *Child Psychology* (6th ed.). Englewood Cliffs, N.J.: Prentice-Hall, 1968.

Discusses personality development, trends in physical and motor development, emotional development, language, and perceptual development of the child (Teacher reference)

Lorton, Mary Baratta. *Workjobs*. Menlo Park, California: Wesley Publishing Co., Inc., 1972.

Suggestions for making and utilizing instructional materials; encourages use of manipulative materials, and fosters skill development

Maryland State Board of Education. Maryland School Bulletin, Vol. XLVIII, No. 4, *Guidelines for Early Childhood Education*, 1972.

These guidelines are a framework for designing, operating, and evaluating educational programs for young children in Maryland.

MCPS. *Elementary and Pre-Algebra Mathematics Objectives*, Bulletin 285, 1975.

MCPS. *Program of Studies*, Volumes 1, 4, 1976.

MCPS. *School Grounds as a Site For Inquiry*, Bulletin 234, 1970.

MCPS. *Specific Learning Disabilities Handbook*, Bulletin 236, 1970.

MCPS. *Teaching Reading Skills*, Volume II: Comprehension — Critical Reading/Thinking Skills, K-12, Bulletin 246, 1974.

MCPS. *Teaching Reading Skills, Prereading*, Bulletin 246, Vol. III.

MCPS. *Teaching Science in the Elementary School*, Bulletin 276, 1975.

MCPS. *Workbook Supplement to Specific Learning Disabilities Handbook*, Bulletin 236A, 1970.

Starkes, Esther B. *Blockbuilding*. Washington, D.C.: American Association of Elementary-Kindergarten-Nursery Educators, 1970.

Discusses creative blockbuilding activities for young children

Todd, Vivian. *The Aide in Early Childhood Education*. New York: Macmillan, 1973.

Guides classroom aides in what aides do; helping children with routines; planning activities each month; helping reinforce basic concepts; helping with reading; and doing flannel board stories, poems, and songs

ILLUSTRATIVE FILMS FOR TRAINING AND SEMINARS*

NOTE: Key to Abbreviations:

b&w	black and white
min.	minutes
n.d.	no date
K	Kindergarten
P	Primary
I	Intermediate
J	Junior High
S	Senior High
T	Teacher Training

A Is for Alphabet
MCPS F 5807
Coronet 1971, K, P 11 min. color
Uses animation, rhyme, and song to introduce the letters of the alphabet and to show simple words in which these letters appear.

Addition
MCPS F 6199
Journal Films 1973 P 13 min. color
Illustrates the concept of addition, and shows how addition saves time in counting. Discusses the commutative property, the addition table, the role of zero in addition, the associative property, and expanded numbers and regrouping.

Air Pollution: A First Film
MCPS F 5497
BFA 1971 P, I 8 min. color
Shows how everyone is responsible for air pollution, and how one can share in correcting pollution problems. Describes the harmful effects of air pollution.

All the Self There Is
MCPS F 6191
NEA 1973 K, P, I, J, S, T 16 min. color
Discusses the aims and objectives of physical education and shows the importance of movement education in the early years. Explains how self-confidence and self-discipline are developed in children through sport skills and other activities.

Art Expressions
MCPS F 5166
Bailey 1970 P, I, J, S 11 min. color
Presents a glimpse of art education in Scandinavia against the background of mountains and fjords of Norway. Shows Norwegian students in their classroom creating unusual designs based more upon objects found in the out-of-doors.

Boxes
MCPS F 6360
ACI Films 1970 P 10 min. color
Young children demonstrate how cereal boxes and milk cartons can become cars, animals, and villages; and how large boxes are made into playhouses and tunnels.

---

*Numbers refer to MCPS Film Library listing.

Cylinders
MCPS F 5033
ACI Films 1970 P 10 min. color
Demonstrates the use of tubes from paper towels and cartons of salt and oatmeal to make everything from an animal mobile to a creature from Mars.

Designing with Everyday Materials: Corrugated Paper
MCPS F 5640
BFA 1970 P, I, J 12 min. color
Demonstrates how corrugated paper can be used to construct mobiles, figures of animals, plant forms, etc.

Dictionary for Beginners
MCPS F 5715
Coronet 1971 P 11 min. color
Shows young children choosing words, alphabetizing them writing definitions, and drawing pictures to illustrate them.

Discovering Ideas for Art
MCPS F 2729
Film Associates 1966 P, I, J, S 16 min. color
Points out differences in shape, color, line, texture, pattern, and value of everyday objects that can stimulate creativeness in art.

Discovering the Sound and Movement of Music
MCPS F 4451
Film Associates 1967 P 16 min. color
Teaches an understanding of the sound of music, explaining that sounds in music can be high or low, that they can move up or down in steps or skips, and that sometimes these sounds repeat.

Display and Presentation Boards
MCPS F 5121
International Film Bureau 1971 T 15 min. color
Explores the characteristics of six different display and presentation boards: felt, hook and loop, magnetic, peg, electric, and combination board. Demonstrates their uses in a variety of teaching and learning situations and illustrates the methods for making them locally.

Divergent Questions — Elementary
MCPS F 4875
General Learning 1969 T 10 min. color
Discusses "divergent questions" which the teacher may ask in the elementary classroom to draw out speculations and creative responses from the students.

Donald in Mathemagic Land
MCPS F 1564
Disney 1961 P, I, J, S 26 min. color
Discusses the importance of mathematics and shows how its principles are related to music, art, architecture, mechanics, sports, and other phases of our daily lives.

Ducks
MCPS F 5032
ACI 1970 P 8 min. color
By presenting some big and little ducks on a duck farm, such words and concepts as big, small, walk, feet, water, and eat are introduced.

Bulletin Boards: An effective teaching device
MCPS F 1189
Bailey 1956 T 11 min. color
Shows how bulletin boards can be made to function as effective educational tools. It shows background materials, lettering tools, and fastening devices. The three-dimensional effect is also explained.

Buttercup
MCPS F 5585
Churchill 1972 P 11 min. color
Shows a buttercup floating along with a stream, and ending up in industrial sludge and garbage.

A Chairy Tale
MCPS F 4280
International Film Bureau 1966 K, P 10 min. b&w
A simple ballet based on the fairy tale of a youth and a kitchen chair.

The Chest
MCPS F 2883
Discovery Teaching Films n.d. K, P 5 min. color
Children find a metal chest in a dark cave along the beach. A "story starter" provides motivation for creative expression, oral or written.

Child's Play and the Real World
MCPS F 6536
Sterling 1974 T 18 min. color
Jean Piaget explains how children learn through their play. Points out three types of play, and shows how parents can help child get involved in the play and lead in new directions.

Child Watchers
MCPS F 4832
McGraw n.d. T 30 min. color
Uses unrehearsed situations to point out that children are learning far more and at a far faster rate than most parents realize.

Collage — Exploring Texture
MCPS F 2205
International Film Bureau 1962 P, T 13 min. color
Demonstrates the making of collages by children ages five to eight. Shows children as they select materials, pointing out their interest in textures and arrangement. Indicates a means of motivating creative activity.

Communications: A First Film
MCPS F 5419
Bailey 1969 P 9 min. color
Explains how communication takes place through the use of symbols, sound, gestures, facial expressions, and spoken and written words.

Crayon
MCPS F 6145
ACI Films 1964 J, S 15 min. color
Introduces students to the wide range of visual expression and techniques which may be used in working with crayons.

Eat Well, Grow Well
MCPS F 2387
Coronet 1963 P 11 min. color
Uses a circus performance to teach a lesson in nutrition. Presents the four basic food groups and emphasizes importance of eating the right foods in proper amounts.

Early Recognition of Learning Disabilities
MCPS F 5386
Nat'l. Audiovisual Center 1969 T 30 min. color
Shows how to recognize learning disabilities in young children so that special education can be provided at an early age before disabilities limit intellectual growth.

Earth: Man's Home
MCPS F 6049
Encyclopaedia Britannica 1970 P
Explains that air, food, water, and a certain temperature range are essential to our survival. Discusses reasons why some areas of the earth's surface are more densely populated than others.

The Educated Eye
MCPS F 5167
Bailey 1970 P, I, J, S, T 15 min. color
Shows that visual awareness can be learned or acquired through a creative eye. Explores the many ways of seeing; some are important to life and survival, and some enrich and expand our emotional and aesthetic lives.

Ego Development: The Core of a Healthy Personality
MCPS F 6535
Sterling 1974 T 19 min. color
Discusses the elements which lead to the establishment of a healthy ego at various stages of development in young children. Stresses the importance of proper preschool training for a healthy personality.

Emotional Development: Aggression
MCPS F 6541
CRM Films 1973 S, T 20 min. color
Examines the causes of aggression. Depicts an unrehearsed act of aggression in a nursery school to show that the potential for humans to behave aggressively may be innate; but the nature, form, timing, and extent of aggression depend greatly on learning.

Find the Vowels
MCPS F 5764
Journal Films 1971 P 11 min. color
Introduces the concept that certain letters in the alphabet are called vowels, that each word has at least one vowel in it, and that each vowel has a sound.

Floats
MCPS F 6144
ACI Films 1970 P 10 min. color
Illustrates what will float away and why. Shows how to make floating playthings from balloons, milk cartons, and plastic trays.

Foolish Frog
MCPS F 5730
Weston Woods 1971 P 8 min. color
A story of a bullfrog who explodes with pride when he hears someone singing a song about him.

Frogs Are Funny, Frogs Are Fat: Adjectives
MCPS F 6104
BFA 1972 P 10 min. color
A language arts film uses high-interest visuals of animals for teaching adjectives. Words are selected from commonly used vocabulary lists and are presented in phrases and short sentences.

Getting Along
MCPS F 4858
EBF 1970 P, T 2 min. color
Demonstrates how hands and their movements show emotions, often emotions that are not expressed in other ways.

Growing, Growing
MCPS F 5547
Churchill Films 1971 P 11 min. color
Shows children involved in planting, as they learn about seeds, gardens, plants, and their growth.

Guessing Game
MCPS F 4864
EBF 1970 P, T 7 min. color
The students are asked to call out the game, after looking at split-screen scenes in which the pantomimists pretend to throw a ball, and the blank half of the screen shows a ball in the air.

Guiding Behavior
MCPS F 5721
Churchill 1966 T 20 min. b&w
Portrays a number of behavior situations that frequently trouble nursery school teachers and shows how teachers handle and mishandle familiar situations in the classroom.

Higher Order Questions — Elementary
MCPS F 4873
General Learning 1969 T 10 min. color
Discusses the technique of asking higher order questions in the elementary classroom. Such questions stimulate analytical thinking and active learning in the student.

Holding On
MCPS F 4859
EBF 1970 P, T 4 min. color
Offers children the opportunity of describing usually unspoken emotions in therapeutic terms, with the help of a story of a boy who became lost at a carnival.

How Far
MCPS F 1648
Indiana University 1962 K, P 10 min. color
Describes, through experience of children, the meaning of distance, maps, and speeds on two separate trips — by plane and by car.

How Long Is a Minute?
MCPS F 6253
Malibu 1972 P, I 11 min. color
Uses five brief episodes to impart the concept about the length and value of a minute's time, without any reference to numbers or clocks.

How Wheels Help Us
MCPS F 4347
Coronet 1966 P 11 min. color
Shows how wheels help us reduce friction, move, and turn things with more speed and force. Indicates some of the wheel's many uses — egg beater, bicycle, drill, tractor, and steering wheel.

If You Could See the Earth
MCPS F 4439
EBF 1967 P 10 min. color
A voyage into space, filmed completely in animation, reveals to the very young student the fact that the world is round and moves in orbit around the Sun, causing day and night.

In, Out, Up, Down, Under, Over, Upside Down
MCPS F 5685
ACI 1970 P 8 min. color
Features young students in situations that depict the concepts of in, out, up, down, over, under, and upside down. Designed to be used to stimulate reading skills.

Learning with Your Ears
MCPS F 4807
Coronet 1967 P 11 min. color
Pictures a game of Blind Man's Bluff to illustrate that the loudness, pitch, and tone of sounds convey information about the size, power, speed, and distance of objects.

Learning with Your Eyes
MCPS F 4808
Coronet 1967 P 11 min. color
Utilizes a variety of scenes to highlight the value of sight and the importance of looking carefully at things. Points out the use of binoculars and magnifying glasses. Explains how to judge sizes, shapes, and colors.

Learning with Your Senses
MCPS F 4357
Coronet 1967 P 11 min. color
Indicates how each one of the five senses contributes to our knowledge of the world around us.

Let's Make Up a Story
MCPS F 5865
Coronet 1972 P, I 11 min. color
Shows how you can use your imagination to make up your own stories with your own characters, setting, and plots.

Let's Write a Story
MCPS F 2536
Churchill 1962 P, I, J, S 11 min. color
Describes three adventures of a boy and his dog, each of which is designed to motivate and to facilitate oral and written language expression.

The Lorax
MCPS F 5514
BFA 1972 P 25 min. color
Based on the book of the same title by Dr. Seuss. An animated film. Demonstrates the results of senseless use of natural resources.

The Magic of a Counter
MCPS F 5181
Bailey 1969 P 14 min. color
Introduces the basic concepts of decimal numeration through the use of blocks and a large counter.

Magnets for Beginners
MCPS F 2922
Coronet 1965 I, P 11 min. color
Demonstrates simple experiments to illustrate the phenomenon of magnetic attraction. Explains magnetic fields, poles, and magnetic force.

Measuring with the Number Line
MCPS F 4445
Film Associates 1966 K, P 11 min. color
Presents the concept of a linear measuring line; e.g., a ruler.

Me, Too?
MCPS F 4849
EBF 1970 P, T 3 min. color
Shows children discussing their feelings about being rejected and rejecting others.

The Mime of Marcel Marceau
MCPS F 5676
Learning Corp. 1972 S 23 min. color
Views the French pantomimist at work both on stage and behind the scenes.

Monkey See, Monkey Do
MCPS F 5450
BFA 1971 P 10 min. color
Discusses word classification, and shows monkeys illustrating verbs.

Movement Exploration
MCPS F 5261
Documentary Films 1971 T 20 min. color
Pictures the volleyball game to show how the theory of movement exploration can be applied to the teaching of sports skills.

Music To Learn About People
MCPS F 6118
AIMS 1970 P 11 min. color
The customs, traditions, and music of six children who are of different ethnic origin become a focal point of study and creativity.

Music To Tell A Story
MCPS F 6117
AIMS 1970 P 9 min. color
Children interpret their own story creatively in music and other forms of expression, utilizing science, language arts, and rhythms.

Noise
MCPS F 5295
BFA 1970 P, I 10 min. color
Discusses the difference between sound and noise. Explores the effect of noise on the individual, and indicates ways to control noise pollution.

Noises in the Night
MCPS F 5452
BFA 1969 P 9 min. color
Presents some of the common fears of childhood and discusses how to cope with them.

Nonverbal Responses
MCPS F 4867
General Learning 1969 T 7 min. color
Presents the nonverbal responses — gestures, facial expressions, and body movements — as important parts of effective communication between the teacher and the student.

Paper in Art
MCPS F 4581
Churchill 1967 P, I, J, S 17 min. color
Examines the qualities and flexibility of paper in classroom art projects and demonstrates ways in which it can be used, changed, folded, and molded into different shapes.

Paper in the Round
MCPS F 1225
Young America 1956 P, J 11 min. color
Demonstrates and explains how paper can be folded, cut or bent, and decorated to create forms and shadows. Motivates and demonstrates work in paper sculpture.

Percussion Sounds
MCPS F 4784
Churchill 1969 P 16 min. color
Presents children experimenting with a variety of familiar and unfamiliar objects which are struck to make music. Includes the sounds of Indian and Japanese drums, a glass harp, a variety of unusual and standard percussion instruments.

The Perils of Priscilla
MCPS F 5587
Churchill 1969 P 17 min. color
A language arts film. Follows Priscilla, the pet cat, who gets lost in the city and encounters roaring wheels, pursuing dogs, and flashing night-lights.

Playground Safety
MCPS F 4131
Coronet 1966 K, P 11 min. color
Shows the safe way to use playground equipment.

Puppets
MCPS F 4729
ACI Productions 1967 P 15 min. color
Presents various methods of puppet making ranging from simple stick puppets to more involved processes including the use of sawdust and glue, shaped cloth, and papier-mache.

Rhythm, Rhythm Everywhere
MCPS F 6546
Coronet 1974 K, P 11 min. color
Shows children jumping rope to rhymes and creating rhythms in pantomime to express their feelings. Includes many examples of rhythmic sound and movement from everyday life.

Role Enactment in Children's Play
MCPS F 6346
Campus Film 1974 T 29 min. color
Presents the developmental aspects of role enactment in children two to ten years of age and focuses on four basic concepts: the verbal and motoric elements; the child's perception of roles; the changes with age in styles of enacting roles; and the thematic content important to different ages.

Rope Jumping
MCPS F 4450
Film Associates 1968 P 12 min. color
Illustrates basic and advanced skills in rope jumping, including basic movements for beginners. Shows how rope jumping activities can be done alone, with a partner, or with several other people.

Safe Living at School
MCPS F 5718
Coronet 1969 P, I 11 min. color
Shows some of the most common causes of accidents at school, and discusses what the individual can do to help prevent them.

Setting Up a Room . . . Creating an Environment for Learning
MCPS F 5637
Campus Film 1967 T 27 min. color
Discusses how to plan a kindergarten classroom in order to create a functional, flexible environment for learning.

Shout It Out Alphabet
MCPS F 6224
Released by Phoenix 1969 P 11 min. color
A film game in which an audience of children tries to see how many words they can recognize by identifying the first letter in the collage of animated happenings on the screen.

Silence and Nonverbal Cues — Elementary
MCPS F 4881
General Learning 1969 T 11 min. color
Shows how to increase the amount of student participation by decreasing the amount of teacher talk.

Sources of Art
MCPS F 4756
Bailey Films 1966 P, J 11 min. color
Presents paintings by mature artists and by children to show that no two artists ever see the same world in the same way. Demonstrates the four basic elements composing all art: line, color, shape, and texture.

Squirrels Are Up, Squirrels Are Down: Adverbials of Place
MCPS F 6103
BFA 1972 P 10 min. color
A language arts film using high-interest visuals of animals for teaching adverbials of place. Words are selected from commonly used vocabulary lists and are presented in phrases and short sentences.

Starting School
MCPS F 6211
EBE 1973 K, P 14 min. color
Designed to ease the transition of the beginning student from the familiar home environment to the new school environment. Shows activities of a day in kindergarten.

String Sounds
MCPS F 4791
Churchill 1969 P 16 min. color
Illustrates the range of string sounds available, using different kinds of instruments, strings, and ways of making strings vibrate.

The Thinking Book
MCPS F 5509
McGraw 1968 P 10 min. color
Based on the book of the same title by Sandol Stoddart Warburg. A language arts film that explores some of the thoughts which can flood young minds as they wake up and prepare for the coming day.

Tumbling: Primary Skills
MCPS F 5824
BFA 1970 K, P 9 min. color
Illustrates good form in the performance of six basic skills — egg sit, egg roll, forward roll, backward roll, frog head stand, and head stand — and shows the proper position of head, hands, and feet.

Two Plus Two
MCPS F 5555
CCM Films 1972 P 6 min. color
A nonverbal, animated film shows how a boy solves a simple arithmetic problem.

Visual Perception and Failure to Learn
MCPS F 5431
AIMS 1966 T 20 min. b&w
Depicts difficulties in learning experienced by children who have disabilities in visual perception. Demonstrates the Marianne Frostig test and outlines a training program.

Visual Perception Training in the Regular Classroom
MCPS F 5432
AIMS 1970 T 23 min. b&w
Demonstrates integration of training in visual perception with training in language within the regular curriculum of preschool and primary grades.

What If?
MCPS F 4847
EBF 1970 P, T 3 min. color
Provides four situations to which children can work out appropriate responses.

What Is Music?
MCPS F 4786
Churchill 1969 P 16 min. color
Presents children discovering the difference between planned and unplanned sound. Includes examples of moods expressed in music, ranging from ancient Chinese folk songs to contemporary blues.

What Is Rhythm?
MCPS F 4443
Film Associates 1966 P 11 min. color
Explains that beats are the basis of rhythm; defines the qualities of tempo and accent in terms of their relation to rhythm; and describes how rhythm appears in nonmusical sounds and visual patterns.

Why Eat Our Vegetables?
MCPS F 0326

Coronet 1962 P 11 min. color

Shows the types of vegetables, where they come from, and how they should be prepared to retain vitamins and minerals.

You and Your Food
MCPS F 6279

Walt Disney 1958 K, P, I 8 min. color

Stresses the values of foods which are necessary to good health. Uses analogy of construction of an automobile to point out that proper foods must be eaten to build and maintain the body.

A Young Child Is
MCPS F 5867

Educational Improvement Center 1973 T 37 min. color

Shows how children from three months to four years old learn and experiment on their own.

Z Is for Zoo
MCPS F 6359

ACI Films 1970 8 min. color

Combines pictures of zoo animals with music and printed words to help children learn the words *walk, play, eat, clean,* and *tail.*

ILLUSTRATIVE FILMSTRIPS AND SLIDES FOR TRAINING AND SEMINARS

Block Building. Washington, D.C.: Childhood Resources, Inc., 1971. Sound/Slides

Dr. Mary Moffitt examines the values, pattern, guidance, and academic contributions of block construction for young children.

Controlling Classroom Misbehavior. Washington, D.C.: N.E.A., 1969. Sound/Filmstrip

Based on the book *Controlling Classroom Misbehavior* by William J. Gnagey. Suggests principles and practical procedures that may be applied in the classroom. (Teacher reference)

The Development of Feelings in Children. New York: Parent's Magazine, 1973. Sound/Filmstrip

Discusses what feelings are and how they develop from birth, and stresses aiding children to develop and express their feelings.

Early Childhood: A Training Program for Teachers, Aides, Parents and Volunteers. Lexington, Mass.: D.C. Heath and Co., 1969. Sound/Slides

For this training series, Jeanne W. Quill reviews:

A Classroom Planned for Learning
Focus on Art
Focus on Discipline
Focus on Development

Educational Field Trips for Young Children. Arlington, Va.: Childhood Resources, 1970. Sound/Slides

Dr. James L. Hymes, Jr., looks at field trip experiences for the child in nursery school, kindergarten, and the primary grades. The narration includes the purposes of field trips, preparation, implementation, and evaluation of trips for young children.

Everyday Problems of Young Children. New York: Parent's Magazine, 1973. Sound/Filmstrip

Includes the following titles: When Children Disobey, When Children Are Aggressive, When Children Do Worrisome Things, When Children Are Afraid, and When Children Begin School.

Hands-On Math. Montgomery County Public Schools, Area I Office, 1975. Sound/Slides

Shows many manipulative math activities appropriate for developing skills in young children.

Inexpensive Additions to Outdoor Play Equipment. Washington, D.C.: Childhood Resources, Inc., 1970. Sound/Slides

Jeanne W. Quill discusses the acquisition and creation of outdoor play material for young children.

Learning Disabilities. Washington, D.C.: Childhood Resources, Inc., 1971. Sound/Slides

Emilie Boyd discusses learning disabilities in understandable terms and suggests ways to recognize learning disabilities in children and ideas for remediation.

Teacher Aide Workshop: Unit 1 for Teacher Aides. San Rafael, California: General Programmed Teaching, 197. Sound/Filmstrip

Examines the duties of an aide and the aide's responsibilities to the teacher. It also discusses teaching techniques that can be used when working with an individual student or small group of students.

Teacher Aide Workshop: Unit 2 for Teachers. San Rafael, Calif.: General Programmed Teaching, 1972. Sound/Filmstrip

Discusses the variety of tasks and duties that can be assumed by an aide. It also discusses the needs of the aide and the skills a teacher should develop to help the aide be effective in the classroom.

Waterplay. Arlington, Va.: Childhood Resources, Inc., 1972. Sound/Slides

Dorothy Levens discusses the preparation for waterplay and examines the values, activities, and equipment of waterplay for young children.

Why School Before Six? Washington, D.C.: Childhood Resources, Inc., 1971. Sound/Slides

Dr. James L. Hymes, Jr., discusses the values and academic purposes of a school program for young children.

INDEX

Adolescent, characteristics of/
  comparison with young children, 3-6
  understanding, 3-6
Art, seminar activities, 14-20; 113
  materials and recipes, 114-117
Attendance, 187-188
AV Equipment, types of, 107
  seminar activities, 108

Bulletin Boards, how to/ideas for, 118-122
Block Play, seminar activities, 20-23

Careers, seminar activities, 123-125
Children, characteristics of/
  comparison with adolescents, 3-6; 52-55
Creative Dramatics, seminar activities, aides/children, 126-128

Discipline, causes of misbehavior, 82-85
  establishing limits, 71-73
  influencing factors, 66-68
  understanding misbehavior, 79-81
  use of nonverbal, 87-92
  verbal guidance, 75-78
  ways to learn behavior, 69-70
Ditto, operation of machine, 109-111

Evaluation, of student aide, 157-167; 200
  of program, 198-199
  of storytelling, 10

Films/filmstrips, 205-215
Fire Drill, procedure for, 105
Forms, aide interest, 176-178
  emergency accident, 175
  enrollment card, 184
  evaluation, of student, 157-167; 200; of program, 198, 199
  observation of aide, 192-193
  observation of kindergarten room, 195
  permission to observe, 194
  seminar announcement, 197
  TB, 179

Group Management, techniques for
  nonverbal communication, 87-92
  questioning strategy, 93-96
  how to read to children, 97-101

Language Skills, seminar activities, aides/children, 42-44; 129-132
  how to question, 93-96
Learning Disabilities, seminar activities, aides/children, 133-136

Math, seminar activities, aides/children, 48-50; 137-140
Music, seminar activities, aides/children, 141-144

Orientation, suggestions to teacher, 189
  letter to student, 180

Philosophy of Program, 1-2
Perceptual Skills, seminar activities, 45-47
  learning disabilities, 133-136
Physical Education, seminar activities, aides/children, 39-44; 45-47; 145-149
Program, description of, 168, 185-6

Questioning, how to, 93-96

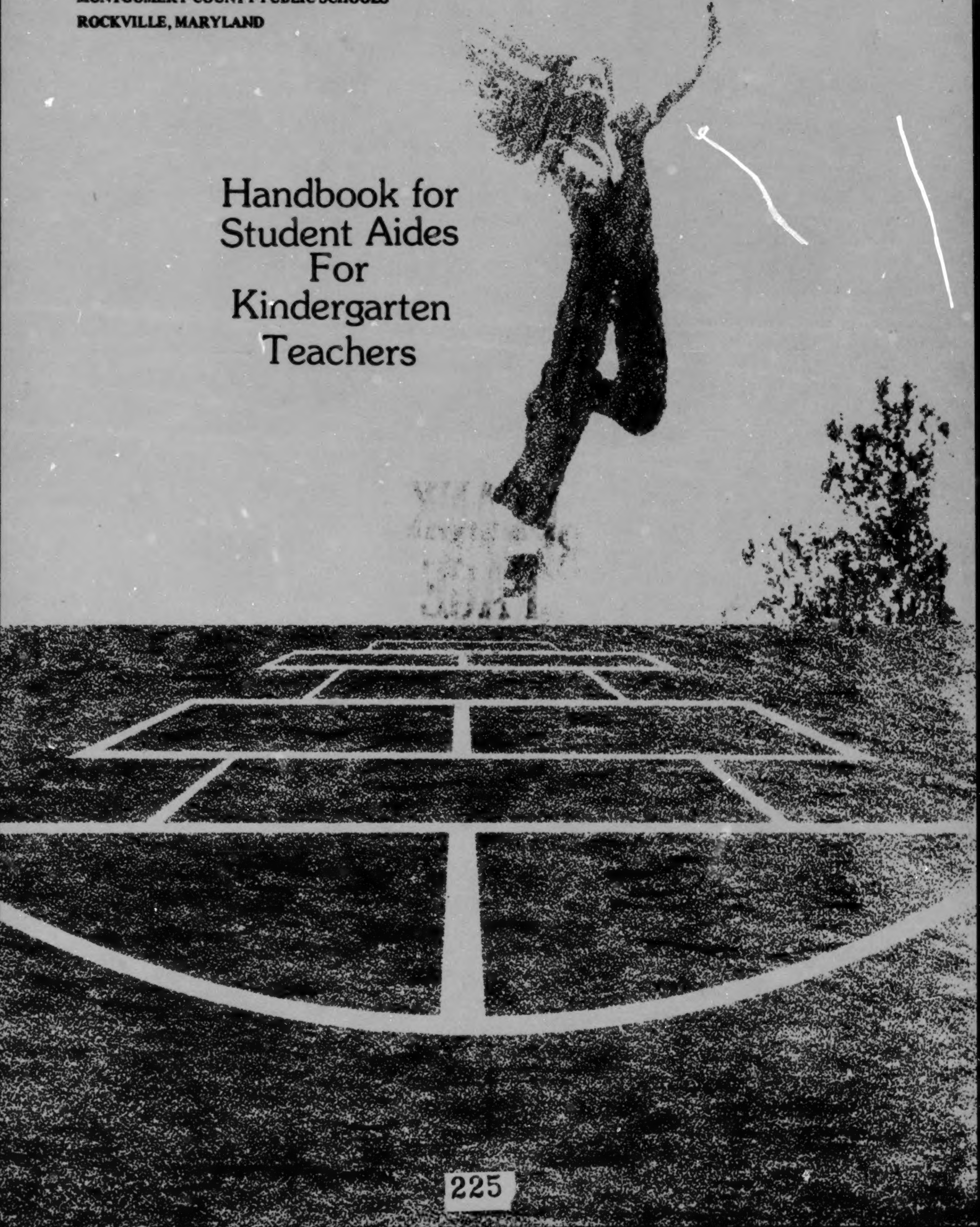
Reading, seminar activities, 24-28
  how to question, 93-96
  how to read to children, 97-101
Registration Form, 172-174
Request for Aide, memorandum to teacher, 181-183
  notification, 190

Self-Concept, causes of misbehavior, 82-85
  characteristics, 3-6; 52-55
  nonverbal guidance, 87-92
  understanding misbehavior, 79-81
  verbal guidance, 75-78
  techniques to develop, 56-58
Self-Reliance, techniques to develop, 29-36; 69-70
School areas,
  seminar 104
  activities 106
Science, seminar activities, aides/children, 150-156

Training, letter to students, 196
  orientation, 7
  outline for summer, 8
  outline for seminar, 9-11
Transportation, letter requesting, 201

MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

Handbook for Student Aides For Kindergarten Teachers



225

HANDBOOK
for
STUDENT AIDES FOR KINDERGARTEN TEACHERS

Copyright 1977
by the
Board of Education of Montgomery County
Rockville, Maryland

Table of Contents

Preface v

I. Guidelines for Student Aides in the Kindergarten 1

  Some Tips on Good Human Relationships 2

  Characteristics of the Elementary School Child 3

II. Working with Young Children 5

  Ways with Children 5

  Some Guides for Handling Aggression 6

  Guidelines for Assisting with Professionally Supervised Play 7

III. Activities To Do with Young Children 7

  Cooking Suggestions 7

  Hints To Follow When You and the Children Are Cooking 12

  More Recipes 13

  Skills That Come from Woodworking 22

  More About Woodworking 23

  Learning About Children and Books 24

  Story Time 26

  Art Ideas and Recipes 27

  Fingerplays for Children 32

  School Field Trips 41

PREFACE

Greetings!

As a student aide in the kindergarten, you are about to become an important part of an elementary school, sharing in the team work of teaching young children.

The material in this handbook and the beginning training sessions have been developed to help you meet the challenges and enjoy the rewards of your new experience. It is hoped they will answer some fundamental questions to help you understand the significance of your new position on the school team.

Your success as an aide will depend mostly on two factors — your eagerness to learn the skills of helping and your willingness to help others. Your effort in both these areas, along with a friendly and willing spirit, will bring you a priceless reward — the satisfaction of working with young children and with members of your school's staff.

You, the teachers with whom you work, and all the others in your school are working for the betterment of education for young children. As you gain experience, you will find yourself assuming more responsibilities and contributing even more greatly to this goal.

We welcome you to one of the potentially most wonderful and exciting experiences in your high school career!

Every attempt has been made to identify and receive permission to use the materials in the *Handbook*. In many cases, rhymes, poems, proverbs, and recipes have escaped identification of an author. If a reader can identify an author not credited, please share this information with the Early Childhood Division of the MCPS Department of Curriculum and Instruction.

I. GUIDELINES FOR STUDENT AIDES IN THE KINDERGARTEN

"The most precious thing a person can touch is the mind of a child . . . be cautious."
— Michael Giammatteo

GENERAL GUIDELINES

In addition to the specific duties which you will assume as a student aide, there are many obligations and responsibilities which result from being involved in the educational process. These are designed to be basic guidelines in helping you in your new experience.

- **ORIENT YOURSELF.** Confidence in performing your assignment successfully will depend on your continual effort to train and orient yourself. Take notes on:

  What educational machines and materials are available? What are you suppose to know about them and their use? What are your specific duties to be?

- **SUPPORT THE TEACHER.** Take your direction from him/her.

- **BE RESPONSIBLE.** Sign in at the school office each day; arrive and leave school promptly as scheduled; call in your illness to school office by 8:30 a.m.

- **BE PROFESSIONAL.** On occasion, a teacher may discuss with you the case of a specific child in order that you may work more effectively with that child. NEVER discuss pupils with parents or in any situations other than with your teacher. Avoid discussing any school business out of school. The staff of the school is trusting you to keep such information and observations confidential.

- **BE PLEASANT AND FRIENDLY.** Children may sometimes be moody; but they depend upon adults to be consistent, to be fair and to provide models of behavior. A pleasant word from you may often change the direction of a situation. Always try to be helpful, pleasant, and sincere.

- **DRESS COMFORTABLY** and in accordance with the standards set forth by your individual school principal. Working with young children may mean spills, paints, running, stretching, and bending. What you wear also influences children, encourages questions for learning, and provides additional topics for conversation. See what happens when you wear a bright color or an unusual pin or scarf.

- **BE CONSISTENT AND FAIR.** Treat all children with the same friendly courtesy which you give to all the staff.

- **BE AWARE.** Recognize that different teachers have different teaching styles and work successfully in different ways. You must learn that you have to adjust to each situation and help in different settings. Be aware, too, that in the beginning, you may be very apprehensive about working with the children; but as you have new experiences each day with the children, your confidence will grow.

- **BE WILLING.** An important attitude to have toward your new experience is a willingness to assume new and greater responsibilities. Dealing with human beings, you are dealing with new situations and new problems which have not been foreseen and which call for increased effort on your part toward finding their solutions.

- **BE OPEN.** The teacher is trying to assist you in developing procedures and techniques for working with children. Be open to criticism, and accept it as helpful.

SOME TIPS ON GOOD HUMAN RELATIONSHIPS

1. Do I in some manner relate to other people that I am trustworthy, dependable, and consistent in my actions?
2. Am I able to communicate with people in an understanding manner?
3. Do I express positive characteristics (warmth, caring, liking, interest, respect) for other people with whom I am working?
4. Am I able to express my own feelings as something belonging to me and separate from the other person's feelings?
5. Am I able to see things as the other person does?
6. Am I secure enough as an individual to permit the other person to be what he/she is without being critical?
7. Am I able to communicate with someone without judging him/her?

Am I —

natural?
honest?
human?
courteous?
helpful?
interesting?

(I should be!)

And do I avoid conversation that is primarily gossip?

(I should!)

CHARACTERISTICS OF THE ELEMENTARY SCHOOL CHILD*

The 5-Year-Old

General:

- Is friendly
- Is capable of doing many things
- Likes to dress up
- Is interested in adult activities
- Is project-minded
- Is dependable
- Likes to be independent
- Is serious

Relations with Adults:

- Likes to help
- Is companionable
- Likes to run simple errands
- Enjoys conversation with adults

Relations with Children of Own Age Group:

- Is a poor member until he/she learns to play cooperatively
- Is a tattletale
- Needs adult supervision
- Is demanding
- Hits and pushes when frustrated

Physical Growth:

- Handles sled and tricycle well
- Hops and skips
- Cuts, pastes, and draws pictures
- Handles tools geared to size
- Can handle most dressing

Intellectual Skills:

- Has a vague concept of time
- Is beginning number concepts
- Enjoys being read to
- Has questions that are purposeful

---

*From: *In-Service Training Manual for Teacher Aides*, Head Start, Office of Economic Opportunity, Morehead, Kentucky.

Role of Teacher:

- Creates interest
- Encourages the best effort from each child
- Capitalizes on child's interest in learning
- Provides pleasing and adequate work centers
- Guides in best use of materials
- Presents suitable materials
- Keeps record of child's varied experiences
- Is enthusiastic in teaching

It is very important to remember that children come to school at different levels in these characteristics. For example, some have already mastered the use of scissors very well; others are just beginning.

The wise teacher-aide knows:

1. Each child is unique.
2. Each child is a child (not a young adult).
3. Each child has his/her own pace of growth and development.
4. Although each child is different, he/she is more *like* age-mates than he/she is *different* from them.
5. Needs of individuals must be met in the classrooms as well as the needs of the group of children.
6. Almost all children have a natural inclination to learn and to do the right thing even though their behavior may not always indicate it.
7. Success in teaching depends upon the ability to accept those whom it is really easiest to reject.
8. Most people assess their past teachers according to how much they did to help them succeed, rather than according to how "hard" or how "easy" they were.

Children:

Almost Always

- observe
- move
- think
- feel
- grow
- learn
- worry

Sometimes

- work
- play
- fail
- maneuver
- balk
- have fun
- feel success

II. WORKING WITH YOUNG CHILDREN

WAYS WITH CHILDREN*

1. Speak in a very matter of fact manner and avoid baby talk with children.
2. Make an effort to speak on the child's level but in a regular tone of voice.
3. Be calm, not impulsive.
4. When young children are drawing, it is better to ask, "Would you like to tell me something about your drawing?" than "What is it?" since children may not always know what it is themselves.
5. Young children should be taught how to handle and properly use blunt scissors — and other dangerous objects, within reason.

In Speech

1. Make suggestions or state directions in a positive rather than a negative form.
2. Give children a choice only when you *intend* to leave the situation up to them; do not offer the children a choice when there *is* no choice.
3. Use a tone of voice which will help the child feel confident and reassured, not afraid or guilty or ashamed.
4. Avoid trying to motivate a child by making comparisons between the child and another or by encouraging competition.
5. Use your voice as a teaching tool.
6. Redirecting the child is likely to be most effective when it is consistent with the child's own motives or interests.

In Action

1. Give the child the minimum of help in order that he/she may have the maximum chance to grow in independence, but give the help needed.
2. Make your suggestions effective by reinforcing them when necessary.
3. Be alert to the total situation in the classroom.
4. When limits are necessary, they should be clearly defined and consistently maintained.

---

*Extracted from pages 313-331 of *The Nursery School* by Katherine Read, published by W. B. Saunders Co., Philadelphia, 1971. Permission to reprint granted by the publisher.

SOME GUIDES FOR HANDLING AGGRESSION*

1. **Hurdle-Help.** Help the child make transition from one activity to another. We sometimes get aggression because he/she has been too long at one thing. Say, "I have these puzzles at the table" or "Have you seen this book?"

2. **Touch control.** Sometimes a gentle pat, embrace, or simply laying on of hands will serve as a reminder of your relationship. If properly timed, this may prevent unmanageable aggression.

3. **Friendly interest.** Try liberally using names, noticing new clothes, noticing possessions, commenting upon achievements and saying, "You're doing very well in asking for a turn. That was great the way you worked it out with Johnny."

4. **Omit all moralizing** — such as "Now, was that a *nice* thing to do?" Avoid long explanations concerning cause and effect behavior. Use short phrases such as "You make them mad." — "Tell them what you want." — "They'll hit you if you grab things." — "I can't understand you." — "Talk to him." — Sermons and long periods of *talking it out* are seldom productive.

5. **Signal control.** A verbal reminder or a nod that the behavior is not acceptable may work. Timing is important here. This is a good technique if the child is looking for the limit, but it works only if the child is fairly well put together and can muster some internal restraint, and if you and he/she have a relationship that's important.

6. **Planful ignoring.** Here you let the behavior die under its own steam. This implies that a dangerous situation is not involved.

7. **Hypodermic affection.** A friendly and liberal injection of both physical and verbal affection may circumvent a disciplinary crisis.

8. **Timing and pace.** Not every infringement has to be dealt with. The child may be deaf to your pleas when wearing emotions on his/her sleeve. Pick moments when feelings are fairly well intact. You may leave him/her alone during a temper tantrum.

9. **Hands off policy.** At times you will be called upon to restrain children physically. Try not to immobilize them by too much restraint. If you're too vigorous in your restraint, you'll get the "wilting legs" and falling-on-the-floor response. If you restrain them too heartily, it relieves them of all responsibility and you suddenly have a two-year-old on your hands, and not a four- or five-year-old.

   Your restraint should be a loose encompassing, not a scooping up — no grabbing nor clenching, and at the same time enough force to guarantee that Johnny or Jill doesn't escape until you are fairly sure that he/she isn't going to hurt anyone.

   But check yourself to see whether physical restraint is really necessary.

10. **Face saving.** Don't put either yourself or the child in an impossible situation. Leave the child and yourself a gracious way out; e.g., don't make threats which you can't carry out; extract promises which he/she isn't likely to remember; nor expect things he/she isn't likely to do except by persuasion at the scruff of the neck!

11. **De-fuse your "No."** See that children hear as little anger as possible in your verbal restraint. Don't be confused on this. We expect, even hope, that you will express anger when it's called for and when you feel angry; but if your restraints are always angry ones, you become ineffective. Remember, a simple "no" is more effective than a blast, over the long haul.

*Permission requested 7/6/76 from Pacific Oaks College, 714 W. California Blvd., Pasadena, California 91105.

12. We place the equipment in as interesting and exciting ways as we can.

GUIDELINES FOR ASSISTING WITH PROFESSIONALLY SUPERVISED PLAY

When supervising all types of play, be aware of what every child is doing each minute. Watch the quality of play and do not let it disintegrate. Sometimes a suggestion at just the right time to redirect the play can prevent the situation from getting out of control. When problems do arise, try not to become tense or worried. The children will relate to you better if you are relaxed and good natured but firm in your requests.

Never engage in conversation with other assistants, teachers, or parents while supervising children. If you are assigned to watch an activity, never turn your back on it.

Keep your groups small. If too many children gather in one spot or if they crowd the easels or clay tables, interest some of them in another activity. You might say, "You may have a turn with the clay later. I'll call you when it's your turn. Why don't you use the easel now?" Be sure you keep this promise.

Children can learn to observe simple rules. Be sure you know the rules your teacher has for indoor and outdoor play and equipment.

A child does not need to monopolize one piece of equipment indefinitely. Give him/her time to think about relinquishing a piece of equipment by indicating ahead of time that he/she must give it to someone else. You might say, "You may ride the tricycle to the gate and back again, and then it'll be another child's turn, and it will be **your** turn to play in the sandbox."

III. ACTIVITIES TO DO WITH YOUNG CHILDREN

COOKING SUGGESTIONS*

A program for children which includes many food experiences is fun, informative, and very valuable. Children learn most effectively by being actively involved and should be involved in the preparation of their own food.

In order to help children make the right food choices, a wide variety of wholesome foods should be available. Many opportunities should be given to explore the raw materials which are the sources of food such as grains, legumes, vegetables, fruits, nuts, and seeds.

Since children learn through sensorial experiences, emphasize feeling, smelling, observing, and listening to the sounds foods make during preparation, cooking, and eating.

At first, cooking projects should have few steps and gradually become more complex. Be alert to the many food ideas which arise spontaneously out of other activities. Enrich these experiences with music, songs, dance, art, dramatic play, stories, games, and field trips.

In all food experiences, it is advisable to check children's health records for known food allergies and, when possible, furnish an alternative food for the allergic child.

---

*Shared by Jean Gilmore — Primary Teacher, William Tyler Page Elementary School

Food experiences can be a springboard to teaching children in many subject areas:

Nutrition: learning the beneficial effects of eating wholesome food, proper care of our bodies

Social development: cooperating, sharing, understanding likes and dislikes of others, showing courtesy, using good table manners, showing responsibility

Emotional development: developing independence, creativity, responsibility, self-image, and self-control

Language skills: using proper terminology, interpreting recipes, conversing, and using communication skills

Science: origins of food, parts of plants, growing things, changing properties of matter, problem solving, classifying

Mathematics: developing sense of quantity, measuring, figuring cost, timing, dividing portions, comparing, using metric measurements

Art: textures, shapes, colors

Social Studies: geographic origins of food, transportation, climate, professions

Safety: using tools properly, washing and storing food, maintaining good sanitation, showing respect for fire and heat

Raise questions and discuss answers as you work with children. Examples:

Why do we eat?
What is in food?
Why do foods need to be washed?
What part of the plant are we eating?
Why do we measure ingredients?

Experiments that can be done with children:

Grow foods — radishes, onions, peanuts, beans, tomatoes.

Make raisins. Spread grapes on a tray and cover with cloth or screen. Let dry approximately four days. Weigh grapes before and after drying to show evaporation.

Put a freshly cut celery stalk in a glass of colored water. After a few hours, leaves will be colored by capillary action.

Save Halloween pumpkin seeds. Roast some. Plant some.

Have color days for snacks or treats, using naturally colored foods.

Red: cranberries, apples, cherries
Blue: blueberries, blue cheese
Yellow: pineapples, lemons, bananas, eggs
Green: limes, grapes, lettuce, peppers, pickles
Orange: carrots, oranges, apricots
Purple: grapes, jelly
Brown: chocolate, peanut butter, graham crackers
Black and white: chocolate cookies, marshmallows, licorice, milk, popcorn

Games involving food experiences:

Food Lotto
Food Bingo
What Doesn't Belong?
What Is Missing?
Farmer in the Dell
Oats, Peas, Beans, and Barley O
Dramatize Little Red Hen, Stone Soup, Gingerbread Man
Mystery Box, for identification by touch or smell

Additional Resources:

Goodwin, M., and Pollen, G. *Creative Food Experiences with Children.* Washington, D.C.: Center for Science in the Public Interest, 1974.

Films in MCPS Film Library:

F 2387 — *Eat Well, Grow Well*
Uses a circus performance to teach a lesson in nutrition. Presents the four basic food groups, and emphasizes importance of eating the right foods in proper amounts.

F 0326 — *Why Eat Our Vegetables?* — 11 min. color
Shows the types of vegetables, where they come from, and how they should be prepared to retain vitamins and minerals.

F 6279 — *You and Your Food* — 8 min. color
Stresses the values of foods which are necessary to good health. Uses analogy of construction of an automobile to point out that proper foods must be eaten to build the body, supply energy, and maintain the body in good condition.

RECIPES

Apple Sailboat Snack

Quarter apples. Fasten cheese triangle sail to apple section with toothpick.

Stone Soup (in conjunction with book *Stone Soup* by Marcia Brown)

For the "stone" base, use bouillon cubes dissolved in water, one cube for each cup of water. Children add appropriate vegetables, washed and cut. Season with salt and pepper. Cook until vegetables are tender.

Corn Chowder

- 2 T. margarine
- 1/2 small onion
- 1 large potato
- 1 C. water
- 1 can cream-style corn
- 3 C. milk
- 1/2 t. salt

Saute onion in margarine in large saucepan; cook until tender. Cut potato fine. Add potato and water and cook 10 minutes. Add corn and cook 10 more minutes. Stir in milk and salt. Heat.

Potato Soup

- 1 onion
- 1 T. corn oil
- 4 medium potatoes
- 2 C. milk
- 1 t. salt
- pepper to taste
- 1 C. water

Chop onion and cook in oil until tender. Add potatoes, cut in small pieces. Add water and boil gently for 15 minutes. Mash potatoes with a fork without draining them. Add milk, salt and pepper. Heat, stirring constantly.

Rice au Gratin

Preheat oven to 350° F.

- 3 C. hot cooked rice
- 3/4 C. grated cheddar cheese
- 3 T. margarine
- 1/2 t. curry powder
- 1 slice bread, cubed

Spoon half of rice into greased baking dish. Sprinkle with part of cheese. Add remaining rice and cheese. Bake at 350° until cheese melts. Meanwhile, melt margarine in small skillet; stir in curry powder. Add bread cubes and brown lightly. Sprinkle over baked rice.

Tomato Rarebit

Melt several slices of cheese in 1 can cream of tomato soup, undiluted. Serve over toast.

Tuna Burgers Preheat oven to 350° F.

1 can tuna
1 C. chopped celery
1/2 C. cut-up cheese
1 onion, chopped finely
1/4 C. mayonnaise
salt and pepper to taste
6 hamburger buns
margarine

Spread buns with margarine. Mix remaining ingredients and fill buns with this mixture. Wrap in foil and place on baking sheet. Bake at 350° for 15 minutes.

Bran Muffins Preheat oven to 400° F.

1 egg, slightly beaten
1 C. milk
2 T. margarine, melted
1 C. bran
1 C. flour, whole wheat
2 t. baking powder
1/4 C. sugar
1/2 t. salt

Mix egg, milk, margarine, and bran in bowl. Let stand 10 minutes. Add dry ingredients, stirring just enough to dampen flour. Spoon into greased muffin tins. Bake at 400° about 25 minutes.

Pumpkin Muffins Preheat oven to 400° F.

1 egg
1/2 C. milk
1/2 C. mashed cooked or canned pumpkin
1/4 C. margarine, melted
1 1/2 C. whole wheat flour
1/2 C. sugar
2 t. baking powder
1/2 t. salt
1/2 t. cinnamon
1/2 t. nutmeg
1/2 C. seedless raisins

Beat egg slightly with fork. Stir in milk, pumpkin, and margarine. Blend dry ingredients and stir in, just until flour is moistened. Batter should be lumpy. Fold in raisins. Fill greased muffin tins 2/3 full. Sprinkle 1/4 t. sugar over each muffin. Bake at 400° for 18-20 minutes.

Banana Ice

2 sliced bananas
juice of 2 oranges
juice of 2 lemons
2 eggs
2 C. water
1/2 C. sugar

Place all ingredients in large bowl. Mix thoroughly with beater (banana slices will remain whole). Pour into ice trays and freeze about 3 hours. Remove from trays and place in a large bowl. Let stand 10 minutes. Gently break up cubes; and using electric mixer, beat until consistency of sherbet. Pack into plastic containers and refreeze. Makes 1/2 gallon.

HINTS TO FOLLOW WHEN YOU AND THE CHILDREN ARE COOKING

1. Utilize recipes which will allow the children to do most of the preparation.

2. Legibly print the recipe on large paper and mount the paper as near to the working area as possible. Use an illustration, food label, or picture beside each ingredient, whenever possible.

3. Not all the children need cook at one time. Many items can be prepared on consecutive days to allow for all to participate. Or when making something like cookies, the recipe may be doubled to allow for more children to enter into the project after the mixing process has been completed. Depending on food being prepared, 6 is usually a good size group.

4. Have more than one set of utensils such as measuring spoons, cups, and mixing spoons and spatulas, to give as many children as possible an opportunity to participate in all steps.

5. Allow children to taste and/or smell and feel ingredients before they are combined. Cup cake papers provide easy containers for putting flour, salt, cinnamon, etc., to be tasted. Put more than one out to avoid congestion at the tasting point. Wooden spoons can be used for tasting after ingredients have been combined.

6. Cooking experiences provide an excellent means for children to learn science principles. Take your time and talk about what is happening. Keep the *processes* in mind, for much learning is involved here.

7. There are many different ways of combining and preparing foods to yield various results; e.g., milk and chocolate with other ingredients can be put together to yield chocolate milk, hot chocolate, chocolate pudding, chocolate ice cream. What is it that causes all of these to have a slightly different consistency or temperature?

8. A round table is usually more conducive to enjoyable cooking experiences; but any type of low table will do. Use a hot plate whenever you can or electric skillet and pots so that children can watch the changes that occur while heat is applied.

9. Plan adequately. Go through the recipe yourself ahead of time. Be sure to have all the equipment you will need — extra spoons for tasting, paper towels, sponges, etc. — so that the activity will go smoothly without unnecessary interruptions.

10. Know in advance what concepts you want to discuss.

11. Remember to place heavy emphasis on the senses. How does the food taste? smell? feel? Is it heavy?

Delaware/Maryland Head Start
Regional Training Office 1971
Permission to reprint granted

MORE RECIPES

SANDWICHES

Raisin Sandwiches

Spread soft butter on bread and sprinkle with raisins. Peanut butter may be used instead of butter.

Cream Cheese Sandwiches

Soften cream cheese with milk. Mix until smooth and add any of the following: chopped dates, chopped walnuts, raisins, chopped gum drops, or chocolate covered peanuts.

BEVERAGES

Lemonade

Squeeze 1/2 cup lemon juice; add 1/2 cup sugar; 1 quart of ice water. Avoid strong lemon taste with little children.

Milk Shakes

1/2 pint of milk and 2 scoops of ice cream per child. Pour milk into a deep dish. Add ice cream. Have each child beat his/her own with an egg beater or put in a tightly covered spill-proof glass and shake.

Punch

Mix 3 cups sugar, 1 gallon water, 1 pint tea, 1 1/2 cups lemon juice, 2 cups orange juice, 1 quart apple juice, 2 quarts cranberry juice.

SALADS

Carrot Sticks

Peel and cut carrots in thin sticks. Refrigerate in ice water.

Easy Salads

1. Shred cabbage and carrots, add crushed pineapple, and mix in mayonnaise with the other ingredients.

2. Stuff celery with peanut butter.

3. Devil eggs (bring in eggs that have already been cooked beforehand at home).

4. Combine miniature marshmallows with apple cubes, orange sections, and mayonnaise.

No-Cook Apple Raisin Salad

Combine diced apples, raisins, and mayonnaise. Add nuts if desired.

No-Cook Carrot and Apple Salad

Arrange sliced apples with grated carrots around mayonnaise in the center.

DAIRY PRODUCTS

Butter

Put 1 pint whipping cream in a jar with screw top and let each child have a turn shaking. Cream will turn to butter in a few minutes. Rinse butter with cold water. Salt lightly.

MISCELLANEOUS

No-Cook Birchermuesli (Switzerland)

3/4 cup oatmeal flakes (or 1 T./ person)
3/4 cup condensed milk
1/4 cup lemon juice
3 cups fruits — bananas, oranges, plums, peaches, grated apple

Mix oatmeal, milk, and lemon juice; and add fruits. Mix and chill.

No-Cook Mint Leaves and Grapes

Beat egg whites stiffly. Dip leaves and grapes in egg whites and then sugar (granulated). Place on platter and let dry.

FRYPAN COOKING

Corn on the Cob

4 ears of corn fit into a square frypan nicely. Preheat pan at hottest temperature with 1 cup water and 1 t. salt. When water boils, add corn and cook 6 minutes. Put *top* on pan while cooking.

Apple Ring Fritters

Peel and core apples. Slice into pieces 1/2" thick. Dip into batter. Fry in enough fat to float the slices. Brown on both sides, and sprinkle with cinnamon and sugar.

Batter

1 C. flour
2 T. sugar
1/2 t. salt
1 1/2 t. baking powder
3/4 C. milk
1 egg

Sift flour, measure and sift together with dry ingredients. Mix milk together and add.

Applesauce

Apples are washed, cored, and quartered. Cook in frypan with 1/2 cup water until soft. Red skins left on produce pink applesauce. Run through ricer and add sugar to taste.

Pancakes — (Recipe serves 15)

3 3/4 C. self-rising flour (If regular flour is used, add 4 t. baking powder and 1 t. salt.)
8 T. sugar
3 eggs
2 1/4 C. milk
9 T. salad oil

Apple Slices

Core and slice apples. Place with 3/4 cup water and 1/2 cup sugar in frypan, and cook until tender — about 5 minutes. Add cinnamon.

Chocolate-Apple Nibbles

1 6 oz. pkg. chocolate chips
4 medium red apples
toothpicks

Melt chocolate chips in double boiler over hot water. Core apples and cut into eighths. Insert toothpick in skin side of each apple section. Remove chocolate from heat and dip apples, leaving skin side uncoated. Lay on buttered cookie sheet. Store in refrigerator.

CANDY AND COOKIES

(Care should be taken when using the following recipes for sweets and desserts; keep in mind a well-balanced diet and the needs of children for wholesome nutrition and use sparingly.)

No-Cook Mallow Squares

2 3/4 C. (1/2 lb.) graham cracker crumbs
1 C. (1/2 lb.) sliced dates
1 qt. (1/2 lb.) marshmallows cut into eighths
1 C. chopped nuts
1 C. evaporated milk

Spread 1/2 cup crumbs on bottom of pans. Mix remaining crumbs, dates, mallows, and nuts together. Blend milk into mixture. Divide into equal parts for each pan. Roll in crumbs, then press mixture down to fit pan. Chill before cutting. Makes 36 squares and fills (2) 9x9x1 1/2" pans. (You may use miniature marshmallows.)

Peanut Butter Kisses

1/3 C. light Karo Syrup
1/3 C. peanut butter
1/2 C. instant non-fat dry milk
1/3 C. sifted confectioners sugar
chopped peanuts

Mix syrup and peanut butter in small bowl. Gradually stir in dry milk and sugar, mixing well until smooth. Shape into thin roll. Stud with chopped peanuts. Slice. Makes approximately 24 pieces.

Greek Chocolate Balls

1/2 lb. walnut meats
1/2 lb. sweet cooking chocolate
9 pieces zwieback
1/2 teaspoon cinnamon
confectioners sugar
2 tablespoons water

Put nuts, chocolate, and zwieback through food chopper, using fine blade. Add cinnamon, sugar, and water. Form into small balls and roll in confectioners sugar. Store in airtight container.

Honey Candy

2 C. dry instant milk
2 C. peanut butter
2 C. honey

Roll into crumbs or cookie shapes.

No-Cook Fruit Balls

dried fruits (figs, apricots, raisins, prunes, nuts)
honey
grated coconut

Chop and mix fruits. Moisten with honey so fruit sticks together. Form into balls and roll in coconut.

Health Food Candy Preheat oven to 350° F.

1 1/4 C. oatmeal
1 C. coconut
1 C. walnuts
1/2 C. wheat germ
1/2 C. butter
1/3 C. sesame seeds
1 tsp. cinnamon
1/2 C. apricots
3/4 C. brown sugar
1/3 C. honey

Combine oatmeal, coconut, walnuts, wheat germ, sesame seeds, and cinnamon in large bowl — stir and mix well. Add apricots and toss. Melt butter, stir in brown sugar and heat until it dissolves. Drizzle over cereal mixture and toss. Spread smoothly in a 13"x9"x2" pan and drizzle with honey. Bake at 350° for 20 minutes, stirring 2 or 3 times. Turn into lightly greased aluminum foil and spread into a layer about one inch thick. Cool slightly. When mixture is still warm shape into balls. Let cool completely. Store in airtight container.

Health Food Cereal Preheat oven to 300° F.

5 C. old-fashioned oatmeal
1 C. cut almonds
1 C. unrefined sesame seeds
1 C. sunflower seeds
1 C. shredded coconut
1 C. soy flour
1 C. powdered milk
1 C. wheat germ
1 C. honey
1 C. vegetable oil

Combine, spread on two cookie sheets, and bake at 300° F. for one hour, until lightly brown.

Serve with milk, no sugar. Put in baggies to store.

Carrot Surprises

Pare and slice carrot in thin slices. Spread peanut butter on one slice of carrot. Top with second slice. Can use celery also.

Sandwich Making

Let children cut out bread with cookie cutters. Let each child have two matching pieces of bread to fill. Spread with peanut butter and jelly. Raisins dipped in a little peanut butter can be used for putting eyes, nose, and mouth on front of sandwich.

Applesauce Flake

1 8 oz. jar applesauce
2 T. corn flakes
1 T. flaked coconut

Pour applesauce into bowl. Add corn flakes and coconut and blend. Pour into serving plates. Top with whipped cream, if you like. (Serves 2)

"Bradley" Applesauce

2 1/2 lbs. cooking apples
1/2 cup sugar
1 T. lemon juice
1 cup water

Wash, quarter, and core apples; add water to cover (barely), cook until nearly soft, add sugar, and lemon juice; cook a few minutes longer; put through food mill or press through strainer. Sprinkle with cinnamon, if desired. Cool and serve.

Applesauce

unpeeled apples (1 for each child)
granulated sugar (4 cups for 25 apples)
cinnamon

Have each child bring in an apple. Wash apples. Children cut their apples in quarters. Put the unpeeled apple quarters in a pot with just enough water to start them cooking. When tender, mash and strain, then add sugar and cinnamon. Cook again for 10 minutes. Serve in small paper bowls or cups.

Piki Bread (as Hopi Indians make it)

Mix some corn meal with water to form soft batter. Heat a flat stone and grease it. (You will have to use a skillet.) Spread batter thinly over hot stone. Roll it or fold it.

Gingerbread Cookies

Preheat oven to 350° F.

1 C. non-liquid shortening
1 C. sugar
2 C. molasses
1 C. hot water
2 heaping tsp. soda
1 egg — beaten
6 to 8 C. flour
1/2 tsp. salt
1 tsp. cinnamon
1/2 tsp. ginger
raisins to decorate

Bake 350° about 8-10 minutes.

Dough should be refrigerated overnight.

Suggestions: Give each child wax paper and flour generously. Then give each child a ball of dough about the size of small orange. We use this at Christmas for a gift idea that they take home and share with the family.

Our children make candy canes, gingerbread men — anything they really want to.

Date Balls

2 cups bran flakes, wheat flakes, or corn flakes
3/4 cup pitted dates
1/2 cup pecans
2 Tbsp. honey
1 Tbsp. butter or margarine
2 tsp. lemon juice
sifted confectioners sugar
pecan halves

Put cereal, dates, and pecans through food chopper. To this mixture, add honey, butter, lemon juice; knead until well blended. Shape dough into small balls and roll in confectioners sugar. Top with pecan halves. Makes 2 1/2 dozen.

Chocolate Fudge

Mix in saucepan:
  1 cup sugar
  1/3 cup cocoa

Stir in:
  1/4 cup butter
  1/4 cup milk
  1 T. light corn syrup

Bring to boil. Boil 1 minute, stirring constantly. Remove from heat. Add immediately:
  1 T. vanilla
  1/2 cup chopped nuts

Adding 1 cup at a time, stir in:
  2 1/2 to 3 cups sifted confectioners sugar

Turn into an ungreased square pan and pat out with fingers. Cut into squares. Makes 36 squares.

Fudge

Combine in 2 quart saucepan:

  2 cups sugar
  3/4 cup evaporated milk
  1/2 tsp. salt

Bring to boil over moderate heat, stirring constantly. Boil for 2 minutes. Remove from heat. Add:
  1 9 3/4 oz. Nestle's King Size Milk Chocolate
  2 1-oz. envelopes Nestle's Choco-bake
  1 tsp. vanilla

Stir till chocolate melts and mixture is well blended. Spread in greased 9" square pan. Chill till firm. Cut in squares.

Creamy Chocolate Bites

Mix with fork in bowl:
1 pkg. Betty Crocker fudge flavor frosting mix
1/2 cup soft butter
1 t. vanilla

Work mixture with hands until it forms a ball. Dust board lightly with confectioners sugar. Knead candy mixture about 20 times on board. Shape in one of the following ways:

balls —Roll mixture into balls about the size of walnuts. Roll chopped nuts, or multicolored candies into each. Makes about 48 balls.

slices —Roll 1 inch thick. Makes 72 slices.

Opera Fudge

Butter a loaf pan. In bottom part of double boiler, heat 1 inch water to boiling. Place in top:
3 T. butter
3 T. milk

Set over the boiling water to melt butter. Add and stir until blended:
1 pkg. Betty Crocker creamy white frosting mix

Cook over boiling water 5 minutes, stirring occasionally. Remove from heat. Optional: 1/2 cup chopped nuts. Pour into prepared pan and let stand until firm. Cut into squares. Makes 32 small squares.

Mints

1/2 stick oleo
1 lb. 10X sugar
3 T. water
1 T. mint extract
food coloring — a drop (Don't use red.)

Blend and shape in balls. May press designs into them.

Peanut Butter Creams

Beat with rotary egg beater in bowl:
1 egg

Beat until smooth:
1/3 C. peanut butter
1 T. soft butter
1/2 t. vanilla
1/8 t. salt
1 C. sifted confectioners sugar

Stir in 1 cup more confectioners sugar. Shape mixture into tiny balls. (More confectioners sugar may be added to make candy firm enough to handle.) Roll each ball in 3/4 cup finely chopped salted peanuts. Place on wax paper and refrigerate until firm. Makes 36 candies.

Peanut Butter Cream Cheese Roll-Ups

Combine 8 oz. package of cream cheese with 1 3/4 pound confectioners sugar.

Roll on lightly floured board to thin pastry. Spread with peanut butter. Roll up and refrigerate before cutting in bite size pieces. If roll appears too thick, cut dough in half. Makes two rolls.

Making Peanut Butter

Have children shell peanuts and remove peanut skins. (Examine shell, skin, and peanut carefully.) Place 1 to 2 cups of peanuts and 1 to 2 tablespoons of peanut oil in blender with a teaspoon of salt. Turn on blender until proper consistency.

Why not plant a raw peanut?

SKILLS THAT CAN COME FROM WOODWORKING*

There are many skills children can develop from working with wood. The skills come with time and use. They are developed by each child at his/her own maturation level.

Woodworking:

Improves eye-hand coordination and manipulative skills

Develops the senses:

Children hear the sounds associated with working with wood; feel the rhythm, texture, and movement associated with wood working; smell the aroma of sawdust and the various types of wood; use their eyes to follow the hammer, drill; note sameness/differences in woods.

Auditory discrimination is widened. Children learn to identify, match, and discriminate sounds associated with wood.

Visual discrimination is developed. Children differentiate between sizes, match nails, select wood, and decide which size screw will fit a hole.

Numerical skills are increased. Children learn to match sizes, count nails, identify shapes, balance objects, and measure.

Names of tools and woods and facts about them are learned.

Children explore space: They build *up* and *within* spaces, *on top of* objects, *around* objects; and *balance* objects.

Children work with sequence and develop designs that have patterns. They cooperate and help others with problems.

Children make decisions: What material will be used? What tools should be selected?

Problem solving is developed when they figure how to place the wood, how to balance the wood.

Appreciation of carpentry skills is developed; ecology awareness is developed; self-concept is enhanced by experiencing mastery of woodworking.

Children sometimes make something; however, the *process of creating* is more important than the *product* to many young children.

*Akman, S., and Sherald, L. *Woodworking: Processes and Procedures.* College Park: University of Maryland, 1973. Permission granted.

MORE ABOUT WOODWORKING*

Equipment

Wood — Use soft wood, such as pine and/or fir.
4 hammers — 7 oz. to 16 oz.
2 crosscut saws, 10 or more points/inch
Sandpaper #1 to #00
2 drills and set of bits
2 screwdrivers, plain and Phillips head
1 brace and bit drill
Nails — assorted sizes with large heads
Screws — plain and Phillips head
C-clamp
Vise

Additional Beautiful Junk

clothespins
flat sticks
spools
bottle caps
corks
tile
carpet squares
old jewelry
cotton
tempera paint
buttons
scraps of wall paper
old wheels from toys
tissue paper rolls
egg cartons
small boxes
acorns
leaves
rocks
bark

Activities Associated with Wood

Try sand and paste.
Use various textures — wall paper, cloth, carpet, styrofoam.
Paint wood.
Paint wood, let dry, and then rinse with water.
Color on sand paper.
Glue sand on paper, let dry, paint.
Have nuts and bolts available in different sizes.
Use tile, corks, bottle caps, buttons, old jewelry.
Use sawdust in sand table for tactile play.
Mix sawdust and wheat paste and water together until doughy. Model.
Apply sawdust to wood with paste or glue.
Have pipes and other fittings available.
Color on woods.
Have small pieces of wood, tooth picks, and wooden sticks available for gluing.
Glue tissue paper to wood with liquid starch or paste.
Dry tempera on wood.
Nature materials: sticks, rocks, acorns for collages.
Use a stump for nailing into or on.
List at least three activities in woodworking for each of the following areas: music, dramatic play, creative movement, math, and science.

*Akman, S., and Sherald, L. *Woodworking: Processes and Procedures.* College Park: University of Maryland, 1973. Permission granted.

LEARNING ABOUT CHILDREN AND BOOKS
BOOKS FOR AGES AND STAGES

Preschool and Kindergarten

Characteristics of Children	Implications of Characteristics	Books Supporting the Implications
Language developing rapidly	Interested in words; enjoyment of rhymes, nonsense, and repetition. Enjoys retelling stories.	*Mother Goose* Brooke, *Johnny Crow's Garden* Carroll, *What Whiskers Did* Gag, *Millions of Cats* Krauss, *A Very Special House*
Continuous activity, short attention span	Requires books that can be completed "in one sitting." Enjoys participation through naming, touching, and repeating phrases.	Brown, *Where Have You Been?* Garten, *The Alphabet Tale* Francoise, *The Things I Like* Kunhardt, *Pat the Bunny* Kunhardt, *Tickle the Pig* Munari, *Who's There? Open the Door!* Rey, *Where's My Baby?* *The Three Billy Goats Gruff* (illus. by Marcia Brown)
Egocentric interests and behavior	Likes stories in which he/she is clearly identified. In telling a story, teacher or parent may substitute the child's name for the main character.	Brown, *Good Night Moon* Buckley, *Grandfather and I* Ets, *Just Me* Krauss, *The Growing Story* Rand, *I Know a Lot of Things*
Curiosity about *his/her* world	Enjoys stories about everyday experiences, pets, playthings, home, people in his/her immediate environment.	Flack, *Angus and the Ducks* Hoban, *Bedtime for Frances* Janus, *Teddy* Keats, *The Snowy Day* Lenski, *Papa Small* Yashima, *Umbrella* Zolotow, *Do You Know What I'll Do?*
Concepts being built through many first-hand experiences	Explores through books the various dimensions of a single concept.	Budney, *A Kiss Is Round* Showers, *The Listening Walk* Steiner, *Listen to My Seashell*
Enthusiastic about imaginative play	Likes stories that personify the inanimate. Enjoys talking animals.	Burton, *Mike Mulligan and His Steam Shovel* Dr. Regniers, *May I Bring a Friend?* *Goldilocks and the Three Bears* Gramatky, *Little Toot* Holl, *The Rain Puddle*
Seeking warmth and security in relationships with adults	Likes to be close to the teacher or parent during storytime. The ritual of the bedtime story begins literature experiences at home. Requires poetic justice and happy endings in stories.	Buckley, *The Little Boy and the Birthdays* Flack, *Ask Mr. Bear* Massie, *The Baby Beebee Bird* Minarik, *Little Bear* Potter, *The Tale of Peter Rabbit*

Characteristics of Children	Implications of Characteristics	Books Supporting the Implications
Beginning to seek independence from adults	Books can help children adjust to new and frightening experiences.	Brown, *The Runaway Bunny* Kauffman, *What's That Noise?* Lexau, *Benjie* MacDonald, *The Little Frightened Tiger* Sauer, *Mike's House*
	Early Elementary, 1-2	
Attention span increasing	Prefers short stories, or may enjoy a continued story provided each chapter is a complete incident.	Bishop, *The Five Chinese Brothers* Brown, *Cinderella* Flack, *Walter, the Lazy Mouse* (revised edition) MacDonald, *Mrs. Piggle Wiggle* Newell, *The Little Old Woman Who Used Her Head*
Striving to accomplish skills demanded by adults	Child is expected to learn the skills of reading and writing. Needs to accomplish this at his/her own rate and feel successful. First reading experiences should be enjoyable.	Duvoisin, *Petunia* Felt, *Rosa-Too-Little* **"Easy reading materials":** Hoff, *Danny and the Dinosaur* Minarik, *Little Bear Series* Palmer, *Do You Know What I'm Going to Do Next Saturday?* Seuss, *The Cat in the Hat*
Continued interest in the world around him/her — eager and curious. Insatiable curiosity	Needs wide variety of books. Has interests in home and neighborhood, but mass media have extended his/her interests to include other lands and outer space.	Bemelmans, *Madeline* Branley, *A Book of Astronauts for You* Burton, *The Little House* Fisher, *In the Middle of the Night* Hawes, *Fireflies in the Night* Merrill, *Tell About the Cowbarn, Daddy*
Developing greater imagination	Enjoys books about imaginative play. Likes to dramatize simple stories.	Craig, *Boxes* Craig, *Dragon in the Clockbox* Sawyer, *Journey Cake, Ho!*

Adapted from: *Learning About Children and Books — Understanding Children and Literature*, pp. 30-31. Out of print.

STORY TIME

Selecting Suitable Stories for Small Children

1. Be sure the story is suitable for the children's age and interest (especially not too long nor too wordy). Illustrations should be large.
2. The story should be short, simple, and about familiar objects which children understand.
3. Never select a story that might frighten the children.
4. Children enjoy stories with rhythm, repetition, and humor.
5. Stories need to set forth good examples.
6. Children enjoy especially stories which are imaginative.
7. If you wish, be original and write your own story, or have the children write their own stories. Also, have them illustrate the stories — both yours and theirs!

Telling a Story*

1. Use much facial expression.
2. Use expression in your voice.
3. Change voice for various characters, or impersonate different characters in the story.
4. Use hand expressions or motions when they are suitable and add to the story.
5. Don't allow any nervous habits or mannerisms to detract from the story.
6. Speak at a correct speed, not too fast and not too slowly.
7. Speak in an appropriate tone of voice, not too quietly and not too loudly.
8. Be certain that you're so much interested in your own story that you put feeling into it.
9. Establish eye contact with each child. Don't look at the floor or ceiling or over the heads of the children.
10. Know your story well, and rehearse it thoroughly beforehand. It's best if you know the story so well you do not actually have to read it.
11. Tell the story without hesitation and interruptions.

---

*Note: Whenever possible, avoid paraphrasing a story for the children when you are showing them the illustrations from that book. The language of the author has great integrity.

ART IDEAS AND RECIPES

Helpful hint: Paint spills wash out of clothing more easily if several drops of liquid detergent are mixed in with tempera paint.

Potato Printing

Cut flat side of a raw potato into a desired shape — such as heart, bell, diamond. A small wad of cloth soaked in showcard color or oil paint and placed in a saucer or can cover makes a fine pad for printing. The potato may be pressed on this pad and then printed on paper or cloth. Give children background paper that is large enough for them to work on. Protect the table with oilcloth or paper. Potato prints may be used to make holiday wrappings, cards, and place cards, and to personalize stationary.

Try other vegetables and fruits.

Soap Suds

Use two cups of soap flakes or detergent (the sudsing variety). Add just enough water to mix. With an egg beater, a child can whip up the finest make believe frosting ever. An old spatula or ice cream spoon makes a fine spreading tool.

Soapsuds (made from soap flakes or detergent) and water are ideal for making textured effects on bottles and boxes, "fur" on papier-mache animals, and hundreds of interesting projects. They are easy to mix and ample, yet are readily cleaned up.

A good basic formula to start with is two parts of soap flakes or detergent to one part of water. Whip until very stiff. The soap flakes mixture is very fluffy, while the detergent is grainy and dries like plaster. For more body and a harder finish, substitute thick homemade laundry starch for the water. For color, add paint while mixing or paint with poster paints when thoroughly dry.

RECIPES

Finger Paint

1. 1/2 box laundry starch (1 1/2 cups)
   1 qt. boiling water
   1/2 cups soap flakes
   1/2 C. talcum (optional)

Mix starch with enough cold water to make a paste; add boiling water, stirring until clear and glossy. Add talcum. Cool mixture; add soap flakes, stirring until evenly distributed. Mixture should be thick. Pour into jars and cover.

2. 3 parts water
   1 part of cornstarch
   glycerine
   food coloring

Bring water to a boil, dissolve starch, and stir two together. Let mixture cool again. Store in a cool place.

3. Mix 1 C. soap flakes, 1 C. starch, 1/2 C. talcum with 1 C. cold water. Stir these ingredients into 7 C. boiling water. Cook until thick (about 5 minutes). Cool in covered dish. Store in covered jar in a cool place.

Homemade Clay or Dough

1. 1 C. flour
   1/2 C. salt
   3 tsp. alum
   1/4-1/2 C. water
   vegetable coloring as desired

This type of clay does not harden; but when left to dry for 24 hours, it can be handled due to the crust-like hardening effect of the salt.

2. 1 part flour to 1 part salt to 1/4 part water

Mix together to a soft consistency. Will keep 3 or 4 days if wrapped in wax paper and stored in refrigerator.

Paste

1. 1 cup flour
   2 1/4 cups boiling water
   3/4 tsp. oil of wintergreen
   1 cup cold water
   1 tsp. powdered alum

Mix flour with cold water; stir until smooth. Add boiling water and stir. Cook in double boiler over low heat until smooth. Add alum and stir until smooth. Remove from fire; add oil of wintergreen when mixture is cooling. Store in covered jars in a cool place.

2. Paste (for Sawdust Puppets)

   1 cup flour
   6 cups water
   6 Tbsp. powdered alum
   6 Tbsp. powdered glue
   2 Tbsp. oil of cloves

Blend together flour and water. Add alum, glue, and oil of cloves. Blend mixture well.

3. Wheat Paste

   1 1/2 cups boiling water
   Add 2 tsp. wheat flour. Stir well.
   Add 1/2 tbsp. salt (for preservative)

4. Paste

1 pound white dextrine mixed with enough water to make stiff paste. Heat in double boiler. Add 1 ounce salicylic and/or benzoate of soda. Cool and store in cool place in covered jars.

Homemade Finger Paint

Liquid starch
Tempera paint

A fast method is to wet paper, spread with liquid starch, and sprinkle with powdered paint to desired shade. If desired, the paint and starch can be mixed together in jars before painting.

Flour Finger Paint

2 cups flour
1 cup sugar
1 cup cornstarch

Mix ingredients to a thick paste in cold water. Pour enough boiling water to make a thick heavy starch, stirring constantly until clear. Add color.

Papier-Mache Pulp 1

To make enough pulp for several fist-sized models, fill a pail with small pieces of torn paper, cover the paper with water, and let it soak overnight. Knead the soaked mass; then squeeze out the excess water by straining the pulp through a sieve or stocking. Add enough paste to hold the mixture together and model the pulp as you would clay. If the pulp tends to crack while drying, press it together and define the modeling on the second day.

Pulp can be mixed with sawdust, salt, sand, or asbestos powder. These dry ingredients will require additional paste.

Soft paper napkins or cleaning tissues, generously covered with paste and crumpled, make a softer pulp that is useful for detailed work.

Dry papier-mache compounds, used by taxidermists and doll hospitals, need water and adhesive added to make a strong pulp which can be sanded or carved when dry.

Papier-Mache Pulp 2

Prepare paper as above and add paste.

Paste: 3 Tbsp. of flour blended with 1 pint of water. Boil mixture until thick as heavy cream. Add 1/2 tsp. salt to prevent souring.

Papier-Mache Strip

Tear strips of newspaper or paper toweling into strips 1/2 inch wide. Dip each strip into paste mixture. Apply strips diagonally onto surface of mold. Apply additional strips in a criss-cross fashion for 5 or 6 layers. If the mache is to be removed from the mold, apply a liberal covering of vaseline or petroleum jelly to the surface of the mold.

Sawdust

Add 1 cup of paste to 2 cups of sawdust. Mix with hands until mass can be formed into a ball and not cling to the fingers or hand.

Asbestos

a) Make wheat paste recipe. Pour wheat paste over 2 cups of dry asbestos. Mix with hands until asbestos is soft and pliable. The material is ready for use when a ball can be formed and the mixture does not cling to the hands.

b) A cup of asbestos is mixed with the teaspoon of powder paste and enough water added to make a good modeling consistency. Color may be added by coloring the paste or by painting the product after it is dry.

Chicken Wire Modeling

Chicken or turkey wire is flexible and can be shaped for both curved and angular forms. For a large project or a top-heavy small one, start with a core and a base of wood or metal. Break or bend, saw, and nail the core in the desired position. Cut measured pieces of wire mesh to model for each separate armature section. Slip the modeled sections over the core and attach them to each other by entwining the mesh edges. Use additional flexible wire strands to fasten the model to the base.

When the frame is shaped and secured to the base, it is ready for paste and paper; and later, when dry, paint and shellac if desired.

Chicken and turkey wire and even window screening are practical materials for large projects. Combine wire mesh with large cartons for stage properties, parade pieces, or displays. Include wire-cutting pliers and heavy gloves in your equipment.

MOBILES

Materials:

cardboard
pipecleaners
wire
string
coat hanger or doweling
fine grade wire
picture cutouts or paper sculpture

Procedure:

The coat hanger or doweling is to be used for the top of main balance — other things could be used, but they should be long and somewhat symmetrical as the secret of a mobile is balance. When finished, it should be put where it can move freely. Depending upon the need and desire, the coat hanger may be opened or used "as is." From this top, various shaped cutouts or decorations may be hung by wire or by string. For younger children, the string would probably prove easier.

The articles to be mobilized should be light weight and relatively equal in weight so that they can be balanced by just lengthening or shortening the strings. Any of the above materials mentioned will prove quite satisfactory. Even oddly shaped sticks that are cleaned and painted become very interesting.

PLASTER OF PARIS

Purchase regular patching plaster or "Dental Plaster of Paris."

Place in a rust-proof pan an amount of water equal to the amount of plaster desired.

Sift dry plaster into water. DO NOT STIR. Keep adding plaster until mounds or small peaks form just above the surface of the water.

Begin stirring, keeping spoon under surface of water to avoid bubbles until mixture thickens or spoon leaves mark.

Pour immediately into well-greased molds. Allow plaster to dry for 2 or 3 days.

EXPERIMENTS WITH CRAYONS

1. Freehand applications of crayons on a light-colored paper surface. Try line designs, textures, solid spots, and a covering coat of blended colors.

2. Crayon work on a tempera painted surface. Let the tempera show through the crayon color or make the crayon work opaque in some areas.

3. Heavy and light applications on printed newspapers

4. Heavy and light applications on papier-mache objects which have had a final coat of unprinted newspaper or paper toweling

5. Heavy wax crayon applied near a stencil edge, moved with a hard eraser to the craft surface. Try brown wrapping paper, construction paper, and waxed papers for stencils.

6. Apply flowing wash of tempera or water-color paints over heavy wax crayon lines and small filled-in areas. Select a contrasting color or value for the wash. Try sponging over the crayon with water before adding brushloads of paint.

7. Try various ways of scraping: Cover light and bright wax crayon areas with black or dark-colored crayons. With different tools, scratch and scrape away the dark overcoat to expose lines, textures, or patches of light colors. Or mix liquid soap with dark tempera colors to use as the overcoat. Light tempera colors and soap can be brushed over dark crayons.

8. Encaustic methods vary. They include ways of painting with melted colored wax and other ways in which heat is used to fuse the colors. Make a simple safe heat source by wiring two light bulbs in a small metal plant box and add a wire rack top. Cookie sheets, pie pans, and muffin tins can be used for melting the crayon scraps. Add a little hot water to each color to help keep the wax soft or use a little turpentine to thin the color and keep it flexible.

   NOTE: Supervision is necessary when candles, soldering irons, heat lamps and stoves are used by children.

9. Brush or rub (with a cloth) turpentine or banana oil over crayon. Gently rub the dry surface with a soft cloth to restore the glow.

10. Use fine sandpaper or talc over heavy applications of wax crayon to dull the finish.

FINGER PLAYS FOR YOUNG CHILDREN

Turtle

This is my turtle. (Make hand into fist.)
He lives in a shell.
He likes his home very well.
He pokes his head out when he wants to eat. (Thumb sticks out between first and second fingers.)
And pulls it back in when he goes to sleep.

Rabbit

My rabbit has two big ears (Index and middle fingers point up.)
And a funny little nose. (Join other three fingers for nose.)
He likes to nibble carrots, (Move thumb away from other 2 fingers.)
And he hops wherever he goes. (Whole hand hops.)

Frogs

This little froggie broke his toe,
This little froggie said oh, oh, oh.
This little froggie laughed and was glad,
This little froggie cried and was sad,
This little froggie, so thoughtful and good,
Ran for the doctor as fast as he could. (Put hand quickly behind back.)

Right and Left

This is my right hand;
I'll raise it up high.
This is my left hand;
I'll touch the sky.
Right hand, left hand —
Roll them around.
Left hand, right hand —
Pound, pound, pound.

Rabbit

This is the bunny with ears so funny, (Two fingers on left hand)
And this is the hole in the ground. (Make hole with right hand.)
If a slight noise he hears,
He pricks up his ears,
And hop! — in he goes with a bound.

Train

The great big train goes up the track
And says __________ and then goes back.
(Child chooses what train will say. Take fingers of one hand up opposite arm. When fingers reach shoulder, say words "Toot—toot," and then go back down.)

Bees

This is a beehive,
But where are the bees? (Make fist.)
Hidden away where nobody sees.
Here they come creeping out of their hive.
One, two, three, four, five. (Bring fingers out one at a time.)
(Let fingers buzz around.)

Clapping

Let your fingers clap, clap, clap. (Clap hands three times.)
Let your fingers snap, snap, snap. (Snap fingers three times.)
Fold your arms, and quiet be. (Fold arms.)
Roll your hands so wide awake. (Roll arms.)
Let your fingers shake, shake, shake. (Shake fingers.)
Fold your hands, and quiet be. (Fold hands.)
Climb the ladder, do not fall. (Arms move up ladder.)
Fold your hands, and quiet be. (Fold hands.)

Hands

My hands upon my head I place.
On my shoulders, on my face,
On my hips I place them so.
Now behind my back they go.
Now I raise them up so high —
Make my fingers fly.
Now I clap them, one, two, three.
Then I fold them silently.

Jack and Jill

Jack and Jill went up the hill (Palm down, climbing motion with hands; one above the other.)
To fetch a pail of water.
Jack fell down and broke his crown, (Hand falls.)
And Jill came tumbling after. (Other hand makes a rolling motion as it falls.)

Hickory Dickory Dock

Hickory dickory dock. (Arms swing back and forth.)
The mouse went up the clock. (Left arm held up, right hand runs up.)
The clock struck ____. (Clap number.)
The mouse ran down. (Right hand runs down left arm.)
Hickory dickory dock. (Arms swing back and forth.)

Balls

A great big ball — (Form circle, using both arms.)
A little ball — (Form circle, using index finger and thumb of one hand.)
A middle-sized ball I see. (Form circle by joining index fingers and the thumbs of both hands.)
Let's see if we can count them:
One, two, three. (Each of the three circles is made as it is counted.)

Ducks

Five little ducks went in for a swim.
The first little duck put his head right in.
The second little duck put his head far back.
The third little duck said, "Quack, quack, quack."
The fourth little duck, with his tiny brother,
Went for a walk with his father and mother.

Train

This is a choo-choo train, (Arms bent at elbow, go around and round like wheels.)
Puffing down the track. (Four steps forward, wheels turning at sides.)
Now it's going forward,
Now it's going back. (Four steps back)
Now the bell is ringing, (Arms pull as if pulling a bell rope.)
Now the whistle blows. (Hands to mouth as if blowing a whistle)
What a lot of noise it makes (Cover ears with hands.)
Everywhere it goes.

Finger Band

Tune: "Here We Go 'round the Mulberry Bush"

The finger band is coming to town, coming to town, coming to town,
The finger band is coming to town so early in the morning.
(Put hands behind back and slowly bring them out in front.)

This is the way they wear their caps, etc. (Hands pointed over head)
This is the way they play their drums, etc. (Any instrument may be illustrated.)

The finger band is going away, etc. (Very soft voices)

Follow the Leader

Hands on shoulders, hands on knees,
Hands behind you, if you please.
Touch your shoulders, now your nose,
Now your hair, and now your toes.
Hands up high in the air, as before.
Now clap your hands 1, 2, 3, 4.

Fish

Ten little fishes were swimming in a pool,
This one said, "Let's swim where it's cool."
This one said, "It's a very warm day."
This one said, "Come on, let's play."
This one said, "I'm hungry as can be."
This one said, "There's a worm under that tree."
This one said, "Wait, we'd better look."
This one said, "Yes, it's on a hook."
This one said, "Can't we get it anyway?"
This one said, "Perhaps we may."
This one was so very brave,
He grabbed a bite and swam away.

Open Shut

Open, shut them, open, shut them,
Give a little clap.
Open, shut them, open, shut them,
Lay them in your lap.
Creep them, creep them
Up to the tiny head,
Take them down again
And tuck them all in bed. (Place in lap.)

Frogs

Five little froggies sat on the shore,
One went for a swim and then there were four,
Four little froggies looked out to sea,
One went swimming and then there were three.
Three little froggies said, "What can we do?"
One jumped in the water and then there were two.
Two little froggies sat in the sun,
This one swam off and then there was one.
One lonely froggie said, "This is no fun."
He dived in the water and then there was none.

(Push down a finger as each frog leaves.)

Thumbkin

Where is thumbkin, where is thumbkin?
Here I am, here I am!
How are you this morning?
Very well, I thank you.
Run and play, run and play.

(2) Where is pointer?
(3) Where is tall man?
(4) Where is ring man?
(5) Where is small man?
(6) Where are all men?

Jack-o-Lantern

This is the baby's jack-o-lantern. (Make it with hands.)
These are the eyes, (Point to eyes.)
This is the nose, (Point to nose.)
And this the place where the candle goes. (Make place for candle with hands.)

Blackbirds

Two little blackbirds (Hands on shoulders)
Standing on a hill — (Show hand.)
This one is Jack, (Show hand.)
And this one is Jill. (Hand behind back)
Fly away, Jack, (Hand behind back)
Fly away, Jill. (Hand on shoulder)
Come back, Jack, (Hand on shoulder)
Come back, Jill.
Two little blackbirds
Standing on a hill.

Kitty Said ——

This kitty said, "I smell a mouse." (Show thumb.)
This kitty said, "Let's hunt through the house." (Show forefinger, and so on.)
This kitty said, "Let's play we're asleep."
This kitty said, "Let's go creepty-creep."
This kitty said, "Meow, meow, meow,
I saw him go through this hole just now."

Soldiers

Five little soldiers standing in a row,
Three stood straight and two stood so. (Fingers bent)
Along came the captain, and what do you think?
Those two little soldiers jumped, quick as a wink.

Halloween

Five little jack-o-lanterns sitting on a gate.
The first one said. "My, it's getting late."
The second one said, "Who goes there?"
The third one said, "There're ghosts in the air."
The fourth one said, "Let's run, let's run."
The fifth one said, "It's only Halloween fun."
Puff! went the wind — out went the light
And off ran the jack-o-lanterns on Halloween night.

Two Little Hands

Two little hands are folded tight. (Show them.)
This is the left, this is the right. (Indicate each.)
Five little fingers standing on each (Show fingers.)
So I can hold a plum or a peach. (Curved as if holding plum)
But when I get as big as you, (Point.)
I'll show you what these hands can do. (Show hands.)

Little Teapot

I'm a little teapot, short and stout.
This is my handle, (Right hand on hip,
This is my spout. Left hand in air.)
When I get all steamed up, then I shout,
"Just tip me over and pour me out." (Bend body to left.)

Squirrels

Five little squirrels were sitting in a tree.
Said the first little squirrel, "What do I see?"
Said the second little squirrel, "I see a gun."
Said the third little squirrel, "We'd better run."
Said the fourth little squirrel, "Let's hide in the shade."
Said the fifth little squirrel, "I'm not afraid."
BANG went the gun and away they all run.

Five Little Chickens

Said the first little chicken
With a quick little squirm,
"I wish I could find
A fat little worm."

Said the second little chicken
With an odd little shrug,
"I wish I could find
A fat little bug."

Said the third little chicken
With a sharp little squeal,
"I wish I could find
Some nice yellow meal."

Said the fourth little chicken
With a small sign of grief,
"I wish I could find
A little green leaf."

Said the fifth little chicken
With a faint little moan,
"I wish I could find
A wee gravel stone."

"Now see here," said the mother
From the garden patch,
"If you want any breakfast,
Just come here and scratch."

Shoes

First I loosen mud and dirt.
My shoes I then rub clean,
For shoes in such a dreadful sight
Never should be seen.
Next I spread the polish on,
And then I let it dry.
I brush and brush and brush and brush.
How those shoes shine — oh, my!

Grandma

Here are Grandma's glasses, (Make circles by bringing tips of forefingers and thumbs together.)
Here is Grandma's cap. (Place hands flat on head.)
These are Grandma's hands (Show hands.)
Folded in her lap. (Fold hands in lap.)

Chickadees

Five little chickadees sitting on the floor;
One flew away and then there were four. (As each bird flies away, another finger goes down.)

Four little chickadees sitting on a tree,
One flew away and then there were three.

Three little chickadees looking at you,
One flew away and the then there were two.

Two little chickadees sitting in the sun,
One flew away and then there was one.

One little chickadee sitting all alone,
He flew away and there was none.

Soldiers

The mighty Duke of York had 20 thousand men,
He marched them up the hill and marched them down again.
And when they were up they were up,
And when they were down they were down;
But when they were only half-way up,
They were neither up nor down.
(Hands in air whenever the word "up" is said. Hands in lap whenever the word "down" is said.)

Sleds

Here's a great big hill	(Hold left arm at side to form hill.)
With snow all over the side.	
And now let's take our sleds	(Place right hand on left shoulder.)
And down the hill we'll slide.	(Right hand, palm down, goes down left arm.)

Apples

Way up high in the apple tree	(Arms raised high above head, index finger and thumb in circle)
Two little apples smiled at me.	
I shook that tree as hard as I could	(Shake arms.)
And down came the apples!	(Bring right arm down and hit right knee, same with left arm.)
Mmmmmmm were they good!	(Fold hands and tuck under chin, shaking head back and forth.)

Sparrows

Five little sparrows sitting in a tree,
The first one says, "What do I see?"
The second one says, "I see the street."
The third one says, "And seeds to eat."
The fourth one says, "The seeds are wheat."
The fifth one only says, "Tweet, tweet."
(A finger goes down as each bird speaks.)

Firefighters

Ten little firefighters	
Sleeping in a row;	(Both hands, fingers curled to represent sleeping firefighters)
Ding, goes the bell,	(One hand pulls bell cord.)
And down the pole they go.	(Both hands hold pole, moving down.)
Off on the engine, oh, oh, oh.	(Hands steer engine.)
Using the big hose, so, so, so.	(Hands hold hose nozzle.)
When all the fire's out, home so slow.	(Hands steer engine.)
Back to bed, all in a row.	(Hands extended, fingers curled.)

The Squirrel

These are the brown leaves fluttering down.	(Both hands fluttering)
And this is the tall tree, bare and brown.	(Left hand up, fingers outspread)
This is the squirrel with eyes so bright,	(Fingers on right hand run.)
Hunting for nuts with all his might.	
This is the hole where, day by day,	(Close thumb and finger on one hand.)
Nut after nut he stores away.	
When winter comes with cold and storm,	(Right hand curled up for sleeping squirrel in branches of tree)
He'll sleep curled up all snug and warm.	

Ants

Once I saw an ant hill with no ants about.	(Make a fist, fingers hidden.)
So I said, "Dear little ants, won't you please come out?"	
Then, as if the little ants had heard my call,	
One, two, three, four, five came out	(Fingers out, one at a time)
And that was all.	

Alligator

The alligator likes to swim.	(Two hands flat — one on top of the other.)
Sometimes his mouth opens wide.	(Fingers on each hand stay close together. Hands open and shut.)
But when he sees me on the shore,	
Down under the water he'll hide.	(Hands in original position — go down to floor.)

School Field Trips

The community surrounding every school contains many opportunities for children to learn. Children studying government can observe their city or county government in action. Elementary school children enjoy visiting the fire or police station and the newspaper office. In fact, every community has many places that children can be taken and many people who have much to offer. Also, there are people with various kinds of hobbies who are willing to share them with children.

Teacher aides can do much to help teachers by knowing what to do when children are taken on field trips. You should be prepared to assume responsibility in carrying out such duties as:

1. Knowing what the children are expected to do from the time they leave school until they get back
2. Getting acquainted with each child's buddy and being certain that they stay in pairs
3. Helping the leaders in their efforts to lead the group
4. Bringing up the rear of the line to prevent straggling
5. Helping with children crossing the street
6. Helping children to remain seated while in the bus
7. Helping the children go to the bathroom before leaving the school or at scheduled stops
8. Being familiar with safety hazards at the places being visited so that the children cannot be in danger